

DOCUMENT RESUME

ED 050 272

08

VT 013 011

AUTHOR Vetter, Louise; Sethney, Barbara J.
TITLE Planning Ahead for the World of Work: Research Report Abstract, Teacher Manual, Student Materials, Transparency Masters.
INSTITUTION Ohio State Univ., Columbus. Center for Vocational and Technical Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO R & D-Ser-46
BUREAU NO ER-7-0158
PUB DATE Jan 71
GRANT OEG-3-7-000158-2037
NOTE 84p.
AVAILABLE FROM Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (no charge)

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Career Planning, Comparative Analysis, Curriculum Development, *Females, *Instructional Materials, Manuals, *Occupational Information, Pilot Projects, Secondary Education, Student Attitudes, Transparencies, *Vocational Education
IDENTIFIERS *Occupational Exploration

ABSTRACT

Expanding educational and occupational opportunities for girls and women have occurred as attitudes toward women workers have become more liberalized and as legislation has provided for such opportunities and changes. However, research has indicated that many secondary-school-age girls have unrealistic educational and vocational plans and incomplete knowledge of relevant facts about the world of work. Therefore, the purpose of this project was to develop a package of curriculum materials designed to aid girls in considering future alternatives in terms of labor force participation and adult female roles. Curriculum materials and a questionnaire consisting of attitude, objective, and demographic items were developed and pilot tested at the seventh, ninth, and eleventh grade levels. It was found that students at all grade levels gained information about the world of work and women's roles in employment through the use of these materials. A major recommendation was that, with slight revisions, the materials would be appropriate to use with classes of boys and girls. (Author)

ED050272

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

Research and Development
Series No. 46

PLANNING AHEAD FOR THE WORLD OF WORK

Development and Field Testing of Curriculum Materials
for Secondary School Girls

(An Abstract)

Louise Vetter
Barbara J. Sethney

The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

VT 013 011

ABSTRACT
of the
INTERIM REPORT
PROJECT NO. 7-0158
GRANT NO. OEG-3-7-000158-2037

The material in this publication was prepared pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

This publication has been prepared for distribution to selected agencies and individuals on a complimentary basis as permitted by funding under the terms of the federal grant. Additional copies have been produced from local funds for distribution on a cost recovery basis to assure wider dissemination of the document.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

PREFACE

The Center is currently engaged in a number of activities designed to aid persons in achieving orderly and meaningful vocational development and adjustment. This project was an attempt to provide materials which will aid girls in making career plans which are consistent with their interests and capabilities and with the realities of the world of work.

This abstract reports the field testing of a curriculum unit, "Planning Ahead for the World of Work," appropriate for secondary school girls. The findings should be helpful to teachers and counselors who work with girls, as well as to researchers and educational planners who are developing relevant curricular and guidance experiences for secondary school girls.

We would like to acknowledge the approximately 500 students, faculty, and staff from the five school systems who participated in the field testing of the unit. We are indebted to them for their cooperation and assistance. Special recognition is due to the project staff consisting of Louise Vetter and Barbara Sethney.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

ABSTRACT

"Planning Ahead for the World of Work" - Development and Field Testing of Curriculum Materials for Secondary School Girls

Expanding educational and occupational opportunities for girls and women have occurred as attitudes toward women workers have become more liberalized and as legislation has provided for such opportunities and changes. However, previous research has indicated that many secondary-school-age girls have unrealistic educational and vocational plans and incomplete knowledge of relevant facts about the world of work. The purpose of the project was to develop a package of curriculum materials designed to aid girls in considering future alternatives in terms of labor force participation and adult female roles.

Curriculum materials and a questionnaire consisting of attitude, objective, and demographic items were developed and pilot tested at the seventh, ninth, and eleventh grade levels. Pre- and post-test data were collected from 110 girls and appropriate revisions were made in materials on the basis of item analysis and responses from participating teachers and students.

Experimental and control groups for the major field testing consisted of 326 seventh, ninth, and eleventh grade girls enrolled in home economics. The general conclusions reached, on the basis of the data collected, were:

1. Students at all three grade levels (seventh, ninth, and eleventh) gained information about the world of work and women's roles in employment.
2. There was some indication of attitude change in the direction of more acceptance of the challenges of employment.
3. Students were able to list possible occupations.
4. Students indicated, almost unanimously, following the unit that they foresaw some work force participation in their futures.
5. There was less response to the consideration of employment throughout the life span; however, more employment was indicated by the older girls who are closer to the decisions required to plan for such participation.

Recommendations for possible uses of the unit are:

1. While the unit appears useable at all three of the grade levels tested, optimal use, based on the results of the immediate retest, would seem to be at the ninth grade. Earlier use would probably require that the emphasis be placed on the occupational information; later use would probably require emphasis on the discussion of roles.
2. Although the unit is of short duration, it is recommended that awareness of the world of work and awareness of self in the world of work continue beyond the termination of the unit. Such awareness could be promoted by bulletin boards, collected newspaper clippings, and outside resource persons.
3. Training sessions for the teachers in terms of occupations and the statistics involved may be necessary.
4. School counselors should be involved as resource persons for providing materials, for keeping the materials current, and possibly, as teachers of the unit if this seems feasible in the local school.
5. An attempt should be made to involve parents so that, while their standards about women's roles are respected, they have access to information about the way things are today.
6. With slight revisions, the materials would be appropriate to use with classes of boys and girls.

Finally, in order to further corroborate the findings and recommendations made in this report, a one-year follow-up study is being planned. The girls who participated in the experimental and control groups will be retested and the results of this follow-up will be made available as soon as it is completed.

PLANNING AHEAD FOR THE WORLD OF WORK

Student Materials



THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY, 1900 Kenny Rd., Columbus, Ohio 43210

STUDENT MATERIALS

These materials were developed in conjunction with work conducted in the study cited below. The user should refer to findings of the study as reported in the Abstract or Final Report.

Vetter, Louise, and Sethney, Barbara J. *Planning ahead for the world of work: Development and field testing of curriculum materials for secondary school girls.* Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, January 1971. (Research and Development Series No. 46).

ACKNOWLEDGMENTS

Portions of the section on "Looking Ahead to Your Occupation" were adapted from Choosing Your Occupation, a publication of the Bureau of Employment Security, U.S. Department of Labor.

The case studies used in "Working Women--Who Are They?" are from Darcy, R. L. and Powell, P. E., "An Experimental Junior High School Course in Occupational Opportunities and Labor Market Processes," Office of Education Grant Number OEG 3-6-051203-2080.

"Facts and figures" on working women are from the following publications of the U.S. Department of Labor, Women's Bureau: 1969 Handbook on Women Workers, Who Are the Working Mothers?, and Fact Sheet on Women Workers.

TABLE OF CONTENTS

	<u>Page</u>
Looking Ahead to Your Occupation	1
How Can I Find Out Which Occupation Is Right For Me?	
What Am I Interested In?	
What Do Some of My Preferences Indicate?	
What Else Do I Have to Offer?	
What Kinds of Work Are Women Doing?	
What Is My Future 'Work-Life Expectancy'?	
What Kinds of Occupations Offer the Greatest Opportunities?	
What Kinds of Jobs Will Be Available in the 1970's?	
What Specific Information About A Job Do I Need?	
Where Can I Get This Information?	
Will Additional Education and Training Help in Finding Work?	
Would Summer or Part-time Job Experience Help?	
Do I Need An Alternative Vocational Plan?	
After School -- What?	16
Working Women. . . Who Are They?	19
How Many Women Work?	
Who Are These Women Workers?	
Why Do Women Work?	
When Do Married Women Work?	
What Are Women's Earnings?	
Is Education Important?	
Modern Women: The Uneasy Life	29
What's In My Future?	31
Definitions	33

LOOKING AHEAD TO YOUR OCCUPATION

Choosing an occupation is serious business. You need to take time to decide what to do so that you will end up doing work which you like, which you can do well, and which makes you happy. Yet, out of the nearly 30,000 different kinds of occupations in the United States today, how are you going to decide which are right for you?

INVESTIGATE

TAKE YOUR TIME

"How Can I Find Out Which Occupation is Right for Me?"

There may be many right fields of work for you. All of us differ in some respects and all of us are not suited to the same types of work. Most of us, however, have talents and abilities that can be applied in a number of occupations. Your job now is to discover which of all possible occupations might be suitable for you, and further, which is best for you.

To help yourself make that discovery, one of the first things to consider is your interests. What kind of work interests you most? What would you enjoy doing that you can do, now or in the future? Your answers to these questions give you important information leading to your working future.

The following checklist may be helpful to you in deciding which work area or areas hold the most interest for you. Although only a few of the 30,000 occupations are represented, those listed will help give you an idea of one way to find out in what broad classifications your interests fall. If you find that you are interested in more than one work area, list them in order of your preference. The list will be important in developing an alternative vocational plan.

(If work areas of interest to you are not mentioned in the list, be sure to make a note of them on the bottom of the next page.)

"What Am I Interested In?"

If you had to select from the following jobs, which do you think would be the more interesting? Check as many as you think would be interesting to you and then number them in order of your preference.

Group A
(Professional and
Technical)

Accountant
Counselor
Computer Programmer
Dietitian
Lawyer
Librarian
Nurse (RN)
Physician (MD)
Psychologist
Social Worker
Teacher
Technician - medical
 - dental
Veterinarian

Group B
(Clerical)

Bank Teller
Bookkeeper
Cashier
Computer Operator
File Clerk
Office Machine
 Operator
Payroll Clerk
Receptionist
Secretary
Stenographer
Telephone Operator
Typist

Group C
(Sales)

Demonstrator
 (Household appliances,
 etc.)
Insurance Sales
Real Estate Sales
Sales Clerk
Stock and Bond Sales

Group D
(Crafts)

Commercial Display
 Designer
Electrician
Floral Designer
Interior Decorator
Upholsterer

Group E
(Operative)

Assembler (Electronics)
Dressmaker
Garment Worker
Laundry and Dry-
 cleaning Worker
Painter
School Bus Driver
Taxi Driver

Group F
(Private Household)

Baby Sitter
Cleaning Woman
Homemaker's Aide
Housekeeper
Maid

Group G
(Services)

Beautician
Elevator Operator
Hospital Attendant
Kitchen Worker (Restau-
 rant, Hospital, etc.)
Model
Policewoman
Practical Nurse
Stewardess
Waitress

Other Work Areas You Are Interested In

"What Are Some of the Things My Preferences Indicate?"

- Group A - Shows a preference for working with words and ideas as well as with people.
- Group B - Jobs are clerical in nature, indicating an interest in office work and business procedures.
- Group C - Jobs show a preference for working with people - the selling or promotional occupations.
- Group D - Indicates a liking for working with your hands - an interest in creative activities.
- Group E - Indicates that you probably have an interest in mechanical things - that you like to work with your hands and use tools and machinery.
- Group F - Shows a preference for working for people in their homes.
- Group G - Implies a preference for working with people - the service occupations.

(Refer to pages 5-15 of From Here to Career for a discussion of the following career fields: Television, banking, retailing, research, publicity, and home economics. For more information on these fields and a variety of others, consult the Occupational Outlook Handbook.)

"What Else Do I Have to Offer?"

In addition to your interest and general ability, you very likely have many other qualities that relate to vocational choice. Your school courses and grades, hobbies, part-time jobs, extra-curricular activities, aptitudes and abilities, personal and physical characteristics, and your likes and dislikes offer clues as to what occupation to choose.

You will find that a "self-inventory" helps bring out the "real you." The following form can be used for this purpose. Try to be objective. You want the inventory to reflect an accurate picture of yourself.

SELF-INVENTORY

Education:

Course of study

School subjects you are best in

School subjects you do least well in

School subjects you most enjoyed studying

Why you enjoyed them

School subjects you disliked studying

Why you disliked them

Extracurricular School Activities:

List the school activities you especially like to take part in and reasons why.

Personal Data:

List your outstanding abilities, talents, and strong points.

List your weak points.

What personal satisfaction would you like to get from work?

Job Experience:

List jobs that you have held that you liked best.

What was there about them you like best?

Hobbies:

List the hobbies and leisure activities that you especially like and the reasons you enjoy them.

List any additional ones you think you would like to have and the reasons why.

Health:

List any physical limitations which may restrict occupational choice.

Occupational Choice:

Considering the above information, list the three jobs which you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference.

1. Name of job

Why interested?

2. Name of job

Why interested?

3. Name of job

Why interested?

If you could have your choice of any job, which one would you choose?

Why?

List a few of your personal ambitions and tell why you want to achieve them.

"What Kinds of Work are Women Doing?"

What kinds of work do women perform in the United States? There are 48 million families in America; women do most of the family household work. In about 60% of families, women also have responsibilities for taking care of one or more children. In 5 million families, the woman is also the head of the household. Research economists estimate that the work done by the average American housewife is worth \$5,700 a year. The estimates were based on hourly wages paid for house-cleaning, cooking, child-care, and related services to women employed as personal household workers.

But, this is not the only work that women do in America. For example, in 1968, over 9 million women held jobs as clerical workers. Nearly 2 million women were employed as sales workers. More than a third of the 10 million professional and technical workers employed in our economy were women.

Answer the following questions with the information from Table 1 on page 9.

1. In which three occupational groups did women represent over 50% of the total employment in 1968?
2. About one out of every three workers employed in the United States in 1968 was a woman. True _____ False _____
3. This proportion (one woman out of every three workers) was higher in 1968 than in 1950. True _____ False _____
4. There has been a decline in the percentage of the total number of professional and technical jobs held by women. True _____ False _____
5. In what types of jobs are women currently employed?
6. About a third of all employed women are working as _____ workers.
7. In which occupational groups are more than 10% of all employed women working? _____, _____, _____.
8. In general, how well paid do you suppose women are relative to men? Better _____ The Same _____ Worse _____

Table I. MAJOR OCCUPATIONAL GROUPS OF EMPLOYED WOMEN,
1950 and 1968*

Major Occupational Group	% Distribution of All Women Employed		Women as % of Total Employment**	
	1968	1950	1968	1950
Professional and technical workers	14%	11%	39%	42%
Managers, officials and owners (except farm)	4	6	16	15
Clerical workers	33	26	73	59
Sales workers	7	9	40	39
Craftsmen and foremen	1	1	3	2
Operatives	15	19	30	27
Private-household workers	7	10	98	92
Service workers (except private-household)	16	13	57	45
Farmers, farm managers, farm laborers, and foremen	3	6	32	33
TOTAL, ALL GROUPS	<u>100%</u>	<u>100%</u>	<u>37%</u>	<u>29%</u>

*Women 14 years of age and over

**Both men and women

Source: U.S. Department of Labor, Women's Bureau, 1969 Handbook
on Women Workers, p. 92.

"What is My Future 'Work-Life Expectancy'?"

Most girls in the United States can expect the following life pattern as they move from school through middle age to the later years of life:

Unless they go to college, the majority of unmarried girls will go to work at age 17 or 18 after leaving school. Within three or four years, a large number of these young women will marry. Some of them will stop working for pay in order to get a new home organized, but a majority will continue to work to make it possible for a husband to get through school or to permit purchase of such things as a car, a home, or labor-saving household equipment. Then when the first baby arrives, the vast majority of young mothers give up their jobs and remain out of the work force until their youngest child is old enough to go to school. (About one in five women with preschool children will continue to work, usually because of economic need, but the general pattern will be that the age group 25-34 will provide the smallest share of women workers.)

When the youngest child no longer needs constant care, many mothers will choose to return to paid employment. This will usually happen when the women approach their middle 30's, after they have been out of the work force for about eight or 10 years. Once back, the tendency will be for them to remain at work, perhaps not continuously, but certainly for a great share of their years to age 65. By 1975 nearly half of all women between 35 and 65 will probably be working. Unless things change unexpectedly in the years ahead, more women age 45 to 54 will be active in the work force than any other age group.

For the one girl in 20 who remains single, the length of her working life will be about the same as that of a man. Since most single women must support themselves, and often parents or other relatives as well, they must continue to hold a job.

Summary: The "work-life expectancy," as it is often called, for the women of tomorrow will be:

- for single women, about 40 years
- for childless married women, about 30 years
- for married women with children, about 15 to 25 years (depending on the number of children)

(Read: "Just the Facts, Ma'am" pp. 16-17 - From Here to Career.)

Discussion Questions

What do you think are some of the educational and social implications for you of this look at your future? Do you like what you read about your future?

Does this portrait of the "new American woman" appeal to you? Why or why not? What do you think is good or bad about the changing employment patterns of women? How do you think men react to these changes?

"What Kinds of Occupations Offer the Greatest Opportunities?"

The world of work is always changing. New inventions, new enterprises and new industries are entering the picture constantly and then new jobs become available or jobs change. Think of all the jobs that have come about as a result of the development of the aircraft, automobile, chemical and electronics industries.

On the other hand, while industrial development creates new kinds of jobs, it may cause others to die out. As a result, some skills needed today will become obsolete. You may find that, as a result of such changes, you will prepare for and be working at three or four different jobs within your working life. So, in order to make a wise occupational choice, you should look at the question of opportunity from all sides.

Some occupations for high school graduates where there is a demand for more workers:

Drafting
Auto Body Repair
Repairing Appliances
and Equipment
Engineering Aides
Stenography

Typing
Beauty Operators
Hospital Attendants
Sewing Machine Operators
Sales Clerks

Some examples of occupational fields for college graduates where there is a demand for more workers:

Engineering
Science
Mathematics
Medicine
Teaching
Recreation Work

Laboratory Work
Nursing
Library Work
Social Welfare
Medical Research
Home Economics

"What Kinds of Jobs Will Be Available in the 1970's?"

You are thinking about your entry into the work force of the 1970's. An understanding of the kinds of jobs there will be then and the occupational changes that will take place between now and then will be helpful to you in your planning. Where can we find employment information of this type? The Bureau of Labor Statistics (BLS), which is part of the United States Department of Labor, has prepared employment projections for 1975 which can help you in looking at the work force of the 1970's. From these employment projections you can get some idea of which occupations will offer the best job opportunities in the 1970's.

PROJECTED EMPLOYMENT GROWTH BY OCCUPATION, 1964-1975					
Decline	Major Occupational Group	No Change	Less Than Average	Average	More Than Average
	Professional and technical workers				→
	Service workers				→
	Clerical workers				→
	Craftsmen and foremen (skilled workers)			→	
	Managers, officials and owners			→	
	Sales workers			→	
	Operatives (semi-skilled workers)		→		
	Laborers, non-farm (unskilled workers)	→			
←	Farm workers				
Source: U.S. Department of Labor, Bureau of Labor Statistics, <u>Occupational Outlook Handbook</u> , 1966-67 Edition, p. 16.					

"What Specific Information About A Job Do I Need?"

- The immediate and future prospects of employment in the occupations which interest you and which you are capable of learning.
- The educational and other requirements for beginners.
- The kind of additional training needed and where you can get it.
- The range of salaries or wages.
- The general job setting.
- The opportunities for advancement.
- Where employment opportunities exist, in your local area and elsewhere.

"Where Can I Get This Information?"

- The school counselor.
- Visits to places of work.
- Vocational classes in school.
- Business, industrial and professional men and women.
- School and public libraries.
- Friends and relatives.
- State Employment Service.

"Will Additional Education and Training Help in Finding Work?"

You will find that many beginning jobs require a high school education. Some require high school plus some vocational or technical training; others require a college degree, while still others require both college and graduate degrees. That is why it is important to know, while you are still in school, the general direction toward which you wish to aim in life.

"Would Summer or Part-Time Job Experience Help?"

Any work experience may be helpful to you later. In addition to providing basic training and a way to earn money, summer or part-time work also offers the opportunity to try out your interests and aptitudes, to learn working conditions and to ease the transition from school to a job.

"Do I Need An Alternative Vocational Plan?"

Yes. Many factors can influence vocational plans and make a change in plans necessary. For girls and women, many changes in plans result from changes made by husband and family. Such topics will be discussed in the following pages. A second and third check of your work interests, education, training, and other personal data will help you in forming alternative plans.

(Read: "Career Guide" pp. 18-21 - From Here to Career.)

AFTER SCHOOL -- WHAT?

The preceding material has probably raised many questions in your mind. In the next few pages some of the questions will be answered and several points of view will be presented. The following dialogue gives some examples of the possibilities for girls after high school. Questions for discussion are also included.

CAST:

- Margie - planning to go to a four-year liberal arts college after graduating from high school
- Janet - planning to go to business school after high school graduation
- Elaine - dropping out before high school graduation to get married
- Sara - following vocational course in high school will work full-time after graduation
- Diana - will look for a job after high school graduation (no special vocational training)

SCENE:

Girls getting together for a coke after school

CONVERSATION:

- Diana: That English test was harder than I expected. Never have been able to guess what Mrs. Mills might include on one of her tests. Margie, you always get A's in English. Did you think the test was hard?
- Margie: Sure it was, but Mrs. Mills is always fair in the questions she asks. Don't you remember reviewing the questions in class?
- Janet: You know, English is such an important subject and Mrs. Mills makes it so interesting--I really don't mind putting in the time and effort. In fact, what I'm learning this year is really going to be a help to me next year in business school, stuff like grammar and letter writing.
- Elaine: What do you mean - helpful? I'm so tired of all this Chaucer mess. If we only did something even slightly practical once in a while. When Bill and I get married in December I plan to quit school and find a job so that at last I'll be doing something worthwhile.

- Sara: What kind of job will you be able to get, Elaine, without a high school diploma?
- Elaine: I've had a year of typing so I certainly won't have any trouble getting hired as a secretary. Lots of girls graduate from high school with less than that.
- Janet: Yes, perhaps some haven't had typing, but it would be the diploma that I'd be concerned about. I understand a high school diploma is a necessity these days if you hope to find a job you'll really be happy in. I've had typing and a year of shorthand but I want to increase my chances for a really special secretarial job. You won't catch me filing in some office from 8-5. I'm going to take the business school's high skill shorthand course and a year from now I'll be qualified to apply for top-notch positions.
- Sara: Your plan sounds good, Janet. I'm glad I enrolled in distributive education this past year because I now have enough work experience to know the type of job I'd like to do. You will be going to business school after you graduate--I'm getting my training right here at good ol' City High. By the time I graduate, I'll have a pretty good idea about some parts of the variety store business and general ideas about the total operation of the store. I've learned a lot about the merchandise through stock work and even get to help with some of the candy department ordering. I plan to continue working at the same variety store after graduation and am really looking forward to beginning training on the cash register--we're starting that in class next week.
- Diana: Sounds like you two have really been planning ahead. I just don't know what kind of job I might be interested in after graduation.
- Elaine: Why worry, Diana? You'll probably be getting married before long, so any kind of job will do in the meantime.
- Margie: You don't really mean that, do you, Elaine? Forty hours a week is a terribly long time to do something you're not interested in. Besides that, you've already said you plan to work after you and Bill marry. Diana may get married but she will also probably work a year or even years afterwards.
- Diana: Gee, Margie, you'll have an extra four years to put off making a decision. Bet you'll have fun while you're in school down at State U.

Margie: Sure, I'll have fun, but I'm not going to put off deciding what I want to do for four years. I'll have to take courses that will apply to whatever area I decide to major in and to decide what to major in I'll sort of have to know what I want to do after college. Right now, I think teaching first grade would be the greatest--all those cute little kids.

Janet: Thought you wanted to be some sort of lab technician.

Margie: Oh, Janet--you're thinking about last week.

Discussion:

1. Which girl most reminds you of yourself?
For what reasons?
2. Discuss each girl in terms of: attitude
 preparation
 future
3. What kind of job do you think Elaine will be able to get when (if) she drops out of high school?
4. Does it matter what kind of work you do, if you think it's only going to be for a few months?
5. Which of these girls have planned well for their futures?
6. What do you learn in school that will be of help regardless of your eventual specific occupational choice?
7. What are some of the things you can think about and plan for concerning high school graduation and after?

WORKING WOMEN...WHO ARE THEY?

Facts About The Changing Pattern Of Women's Lives

A "revolution" is occurring in the patterns of women's lives-- a revolution which requires that girls develop a new self image. It used to be that only "old maids" worked and most people felt sorry for them. Now, the picture has really changed. Just look at some of these facts.

(Read From Here to Career pp. 2-3)

HOW MANY WOMEN WORK?

Over 29 million. . .more than two-fifths (42%) of all women over 14 years of age work for pay away from home, or in a family business, or on a family farm.

The 29 million women in the work force make up over one-third (37%) of all workers in this country. In 1920 they made up only one-fifth.

More than half of all part-time workers are women.

It is estimated that nine out of 10 girls today will be gainfully employed at some time during their lives.

WHO ARE THESE WOMEN WORKERS?

Wives, mothers, single women, widows, divorcees. . .but in recent years the number of married women in the labor force has shown the greatest increase.

Average Woman Worker		
1920	single	28 years old
1968	married	41 years old

One out of every three workers is a woman. . .almost three out of five of these women are married.

Of all married women living with their husbands, over one-third (37%) work either full or part-time.

WHY DO WOMEN WORK?

**** To earn money for themselves and their families.

Married women work to help boost family income. . . frequently to maintain higher standards of living and health and to provide more education for their children.

Far more mothers work outside the home when the family income is low than when it is high.

About half of working wives are in families where joint incomes range from \$5,000 to \$10,000. However, the proportion of wives working is greater among families with incomes from \$10,000 to \$12,000 than those with incomes from \$5,000 to \$10,000.

For the great majority of working women with young children economic need is the most compelling reason. This need is determined by the regularity of the husband's employment and the amount of his earnings.

The higher his earnings, and the greater the security afforded by his job, the less likely the wife with young children is to work.

In fatherless homes and in homes where the husband is absent, the compulsion on a mother to seek work is obviously great. (Her earnings are what support her family.)

**** Labor-saving household equipment and prepared foods can shorten the time required for housework.

**** Other factors influencing a mother's decision to seek work include: jobs in the community available to a person with her education, training or skills, and the hours she is required to be on the job.

**** An increasingly important reason for working is for personal satisfaction or achievement.

WHEN DO MARRIED WOMEN WORK?

As newlyweds and until first babies arrive.

As co-breadwinners in a two-paycheck family. In 1968 this was true of about four out of every 10 couples in our population.

As mothers of almost grown children, women return to work or even begin work for the first time.

About half of today's young women are married by age 20 and have their last child at age 30. . . by the time the youngest is in school, the mother may have 40 or more years of life before her.

Older women make up an increasing proportion of the labor force, a trend that has continued steadily since the late 1940's. Five out of 10 women workers are 40 years of age or over.

REMEMBER: In 1920 the average woman worker was single and 28 years old. . . in 1968 the average woman worker was married and 41 years old.

WHAT ARE WOMEN'S EARNINGS?

About one-fifth of the nation's income in the form of wages and salaries and from self-employment is earned by women.

For the year of 1966:

Of the over 25 million working women, the Department of Labor reports over 4.5 million were "professional workers, managers, officials and proprietors." Yet. . . only 144,000 women in our country earn \$10,000 or more.

Women's median wage and salary income was \$3,973, while the median for men was \$6,848.

Look at the median wages for both men and women for various occupational groups:

	<u>Women</u>	<u>Men</u>
Professional, Technical and kindred workers	\$5,826	\$8,945
Managers, officials and proprietors	4,919	9,102
Clerical workers	4,316	6,487
Sales workers	3,103	7,569
Operatives	3,416	6,112
Private-household workers*	1,297	
Service workers	2,815	5,078

* Fewer than 200,000 men employed in this group

IS EDUCATION IMPORTANT?

The more formal education a woman has, the more likely she is to be employed outside the home.

In 1968, some 71% of women with five or more years of college were in the labor force. For women with four years of college the figure was 54%. In contrast, 48% of women above 18 who had completed only high school and 31% of those who had not gone beyond the eighth grade held jobs or were looking for jobs.

The highest rates of labor force participation are among women 55 to 64 years of age who have had five or more years of higher education.

There is a positive relationship between a woman's education and the type of job she can obtain. In general, the more education a woman has, the higher her income is. In 1966, girls who graduated from high school had average earnings which were 47% higher than the average earnings of girls who had dropped out of high schools. (The median yearly income for eighth grade graduates was \$1,404; for high school graduates it was \$2,673.) The average earnings of a woman college graduate (\$4,165) in 1966 were 55% higher than the average earnings of the high school graduate and 265% higher than the average earnings of the eighth grade graduate.

Questions for Discussion:

1. How much freedom of choice does a young woman have today for deciding what type of life she will live? How much freedom should she have?
2. "Women must understand ideas and principles as well as developing 'how-to-do-it' skills because many women will be coming back into the work force in their early 40's." Do you agree with this statement? Why or why not?
3. Why should women start thinking of preparing themselves for occupations such as medical doctor, scientist, technician, engineer, and manager--jobs that many women have not prepared themselves for in the past?
4. What does this "revolution" in the lives of women mean for men? Give some specific examples.
5. What are some of the personal, social, and economic changes that have taken place in family life as a result of a wife-mother being both a homemaker and an income earner?

Another way we can look at this "revolution" which has taken place in the old "housewife-career girl" division of women--a woman used to be either one or the other, not both--is to look at some typical employment situations that face young married women today throughout our country. As you read the following case studies, ask yourself these questions:

1. When do women make occupational decisions?
2. Why do women work? Look for examples in the case studies.
3. What types of personal, social, or economic stresses and strains may arise when married women seek employment?
Example: It may be necessary for husband to baby-sit with his children while his wife works.

CASE #1

(Ann describes her employment situation by first telling something of her background.) "You know Jack and I were married soon after we graduated from high school. Jack got a job at the local automobile assembly plant and earned a good salary and didn't want me to work. We started our family soon after we were married since we both wanted a big family. We have four children; the baby is only two years old. Then last year Jack was hurt in an accident at the plant and couldn't work any more. Although Jack's paycheck was no longer coming every two weeks, we were not left without income. There was the Workmen's Compensation payment (a system of insurance required by state law and financed by employers, which provides payment to workers or their families for occupational illness, injuries, or death resulting in loss of income) and some money from our own insurance policy. However, we had to face it--our income wasn't enough to support the family."

"Luckily there's a good day-care center near our house. I found out they would take care of the baby during the day, when the older children were in school, and then made the rounds of the stores downtown until I got a job--selling children's wear. I know plenty about that! I don't make much for a family our size. We don't have a new car or a new TV set, or a new anything as far as that goes, but at least we're all together--that's the most important thing."

CASE #2

Mary tells about a different, but nevertheless a typical employment situation which she faces. "Hank and I were married a month after I graduated from high school. He still had two years of college to finish so I got a job as a typist so he wouldn't have to drop out of school. We were married three years before our first baby came. By that time I'd had two promotions and was the private secretary of the vice-president of the company I worked for. When I had to quit work to have our baby, my boss told me to let him know if I ever wanted to come back to work again.

"By the time Judy was four, and we were trying to raise enough money to make a down payment on a house, I called my old boss and asked him if he could find me a part-time job. So I went back to work, filling in part-time at the main office for the girls who were sick or on vacation. Not only did the extra money help, but I kept my skills from getting too rusty. Last fall Judy started first grade, and I found that there really wasn't enough around the house to use up my time and energy, so I took a full-time job with my old employer. I go to work after Judy is in school and she stays at a neighbor's house until I get home in the evening. By working full-time, I feel like I am more than just a housewife--that I am making a contribution to the company that I work for. And we find plenty of uses for that extra paycheck I bring home."

* * *

CASE #3

Ruth explains that her employment situation is somewhat different from the other two girls. "The summer between my junior and senior year in high school I worked as a Red Cross aide in a hospital and decided that I wanted to be a nurse. However, I was afraid that the training would cost too much. After school started that fall, I decided to go to Mrs. Smith, our school counselor, and see if she could help me figure out a way to go to nurses' training school. Well, Mrs. Smith was full of ideas. She told me about scholarships and loans for student nurses and encouraged me to fill out some application blanks. And sure enough, by the time I had graduated I had been accepted by one of the best nursing schools in the state.

"After I finished my training, I went to work in the maternity (baby) ward of a large hospital. I worked there for four years before I quit because Bill and I (we were married the previous year) were going to become parents. Our baby is now two and I have returned to nursing on a part-time basis. I'm on call at the hospital for emergencies when they need a special night nurse in the maternity ward. Bill takes care of the baby at night when I have to go to work."

TO SUMMARIZE:

A revolution has been taking place in the lives of women--a revolution which affects not only women, but men as well. The old way of thinking of women as either housewives or career girls is now largely obsolete. More and more women are combining both these roles at the same time at different periods of their lives. The personal, social, and economic lives of everyone in our society will be influenced by these new roles for women.

MODERN WOMEN: THE UNEASY LIFE

Today you will be seeing the first half of a movie called "Modern Women: The Uneasy Life." The title reflects the fact that today there are no cut-and-dried answers to the question a girl asks, "What should I be when I grow up?" You will see a group of women discussing their answers to that question and the questions that follow. Read through them and keep them in mind while you are watching the movie. You will have a chance to discuss them afterwards.

1. Where is woman's place?
2. What more than housework can (should) you ask for?
3. What are some of the differing attitudes toward women's roles held by women? By men? By children?
4. If the woman is expected to subordinate her personal life to the family, what effect does this have on her as a person?
5. What is masculinity?
What is femininity?
6. What does having a working mother do to the children?
7. Why might part-time employment be an answer for mothers?
8. How important is choosing the "right" husband in relation to what you'd like to do when you are an adult?

The second half of the movie which you will be seeing today includes discussions of future plans by both young men and women and a discussion by the husbands of a group of mature women. Keep the following questions in mind while you are watching the movie.

1. What are differences between the traditional roles and the newer roles for women?
2. Do men allow women to adopt different life styles?
3. If a marriage equals a team, what does this suggest about the way activities are divided up?
4. Should women feel inferior to men?
5. What are the reasons men give for objecting to women supervisors?
6. Is the woman boss or professional person really less capable than the man?
7. What are some of the problems a woman might encounter in continuing her education?

WHAT'S IN MY FUTURE?

After thinking over all the things you've been learning and talking about in the unit on "Looking Ahead to the World of Work," list the three jobs you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference.

1. Name of job
Why interested?

2. Name of job
Why interested?

3. Name of job
Why interested?

List a few of your personal ambitions and tell why you want to achieve them.

If your answers are different now than they were when you started the unit, list the reasons below.

If your answers are the same as they were when the unit started, list the reasons below.

You've probably got a good start now in thinking about and deciding what to do when you finish school. If you continue to follow up by talking to your school counselor, your family and friends, by reading about opportunities, and by trying out things, you will be well on your way to your future in the world of work. Remember, occupational planning is not a one-shot affair. It will be continuous. Good Luck!

DEFINITIONS

ABILITY - The quality or state of being able; competence in doing; skill.

ATTITUDE - The degree of positive or negative affect associated with someone or something.

APTITUDE - Capacity for learning; a natural ability.

CAREER - A pattern of jobs held during a working lifetime.

COOPERATIVE VOCATIONAL EDUCATION PROGRAM - Program of education which consists of on-the-job training and related classroom instruction.

EMPLOYED - Engaged in activity; with work.

EMPLOYMENT PROJECTIONS - A look into the future; an analysis of employment trends and tendencies.

GAINFUL EMPLOYMENT - Work for wages or salary.

JOB - A specific duty, role or function; a regular remunerative position.

LABOR FORCE - All people classified as employed or unemployed; work force.

LABOR FORCE PARTICIPATION RATE - The percent of the specific population referred to which is in the labor force.

MANAGERS, OFFICIALS, AND OWNERS - Category used by the Department of Labor which indicates a high level of occupational responsibility.

MEDIAN - Being in the middle or in an intermediate position; half are higher, half are lower.

MEDICAL AND OTHER HEALTH WORKERS - Includes physicians, nurses, medical technicians, etc.

OCCUPATION - An activity in which one engages, the principal business of one's life; vocation.

OPERATIVES - Workers who primarily operate a machine or device.

PART-TIME EMPLOYMENT - Working less than the standard number of hours (less than 40 hours per week).

PRIVATE HOUSEHOLD WORKERS - Provide services within the household such as cleaning, cooking and general maintenance.

SERVICE WORKERS EXCEPT PRIVATE HOUSEHOLD - Includes such positions as hospital attendants, hairdressers, and cosmetologists, practical nurses, waitresses, etc.

SKILL - A developed aptitude or ability; a learned power of doing a thing competently.

STATE EMPLOYMENT SERVICE - A guidance service provided by states to help people with occupational decisions and job placement.

TECHNICIAN - Having a special, usually practical knowledge; a specialist in technical details of a subject or operation.

UNEMPLOYED - Not engaging in a gainful occupation; not working.

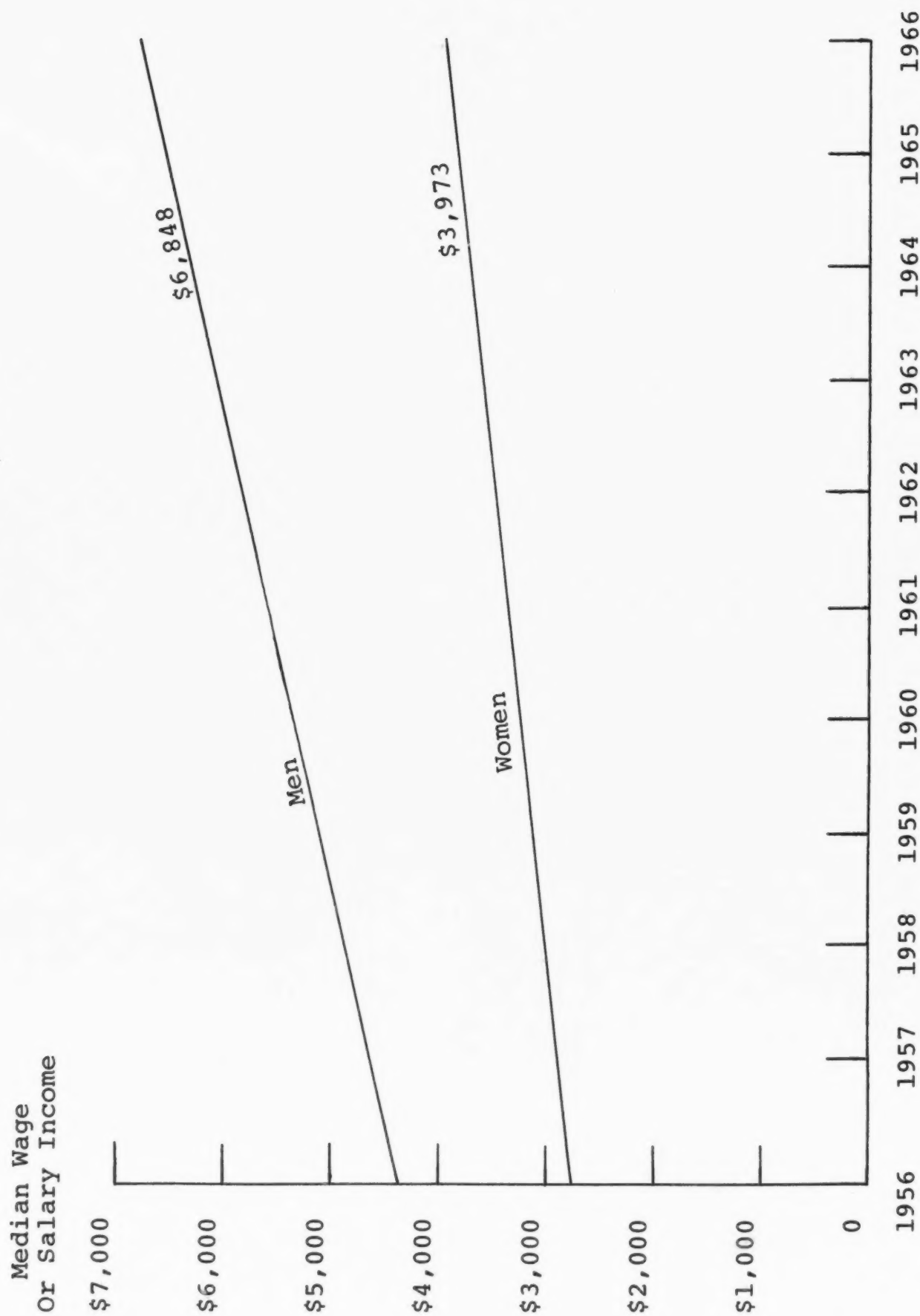
VOCATION - The work in which a person is regularly employed; occupation.

WORK FORCE - The number of workers potentially assignable; labor force.

WORK LIFE EXPECTANCY - The number of years a person will probably be employed.

THE EARNINGS GAP BETWEEN WOMEN AND MEN IS WIDENING

(Wage or salary income of year-round full-time workers, by sex, 1956-66)



MEDIAN WAGE OR SALARY INCOME OF YEAR-ROUND FULL-TIME
WORKERS, BY MAJOR OCCUPATIONAL GROUP AND SEX, 1966

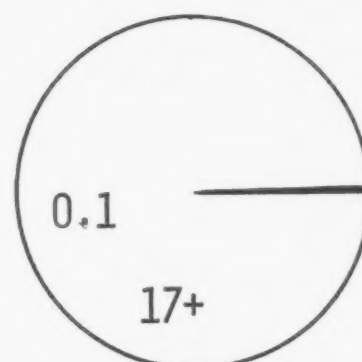
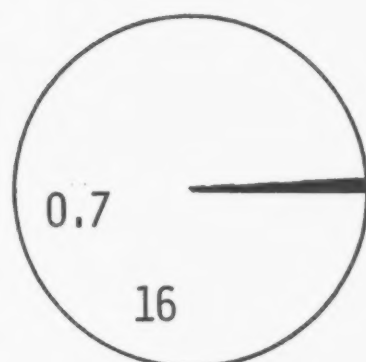
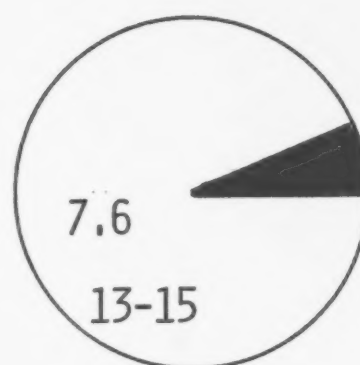
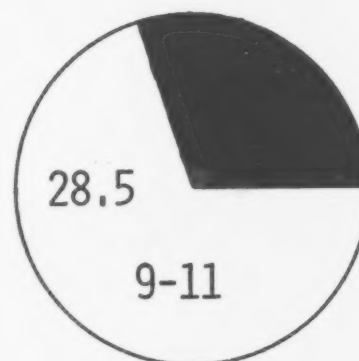
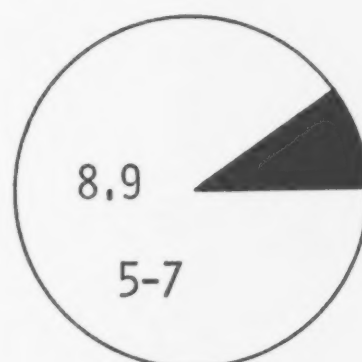
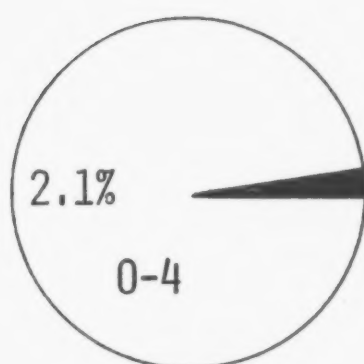
(Persons 14 years of age and over)

Major Occupational Group	Women	Men
Professional, technical workers - - - - -	\$5,826	\$8,945
Managers, officials, proprietors (except farm) - - - - -	4,919	9,103
Clerical workers - - - - -	4,316	6,487
Sales workers - - - - -	3,103	7,569
Craftsmen, foremen - - - - -	4,345	7,197
Operatives - - - - -	3,416	6,112
Private household workers - - - - -	1,297	(1)
Service workers (except private household) - - - - -	2,815	5,078
Farm laborers and foremen - - - - -	(1)	2,489
Laborers (except farm, mine) - - - - -	(1)	4,946

¹Median not shown where base is less than 200,000.

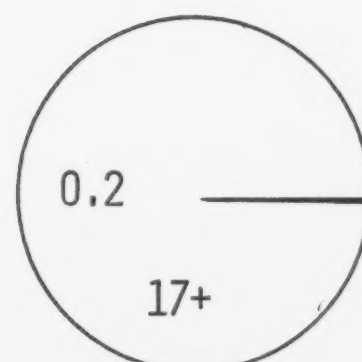
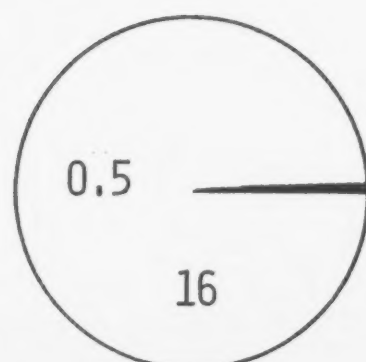
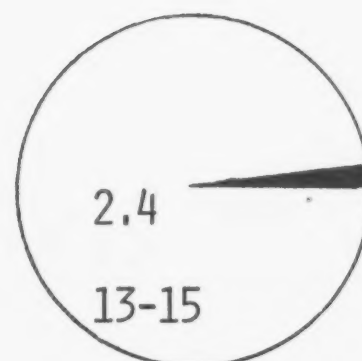
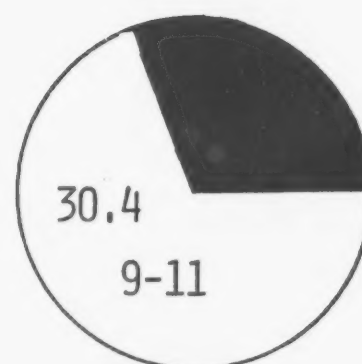
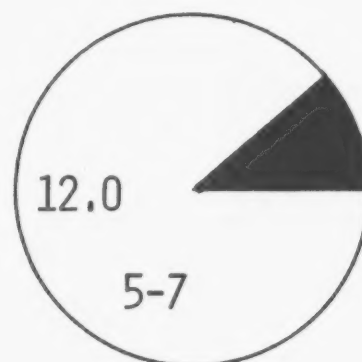
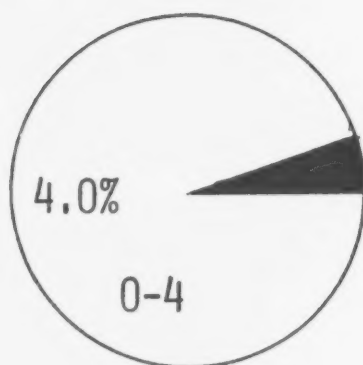
WOMEN EMPLOYED AS SERVICE WORKERS
EXCEPT PRIVATE HOUSEHOLD
BY YEARS OF SCHOOL COMPLETED, MARCH 1968

YEARS OF
SCHOOL



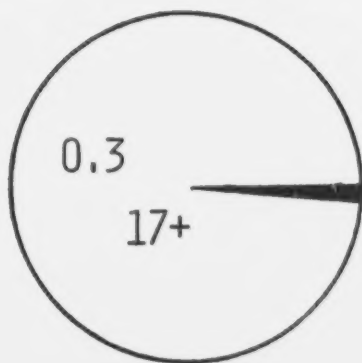
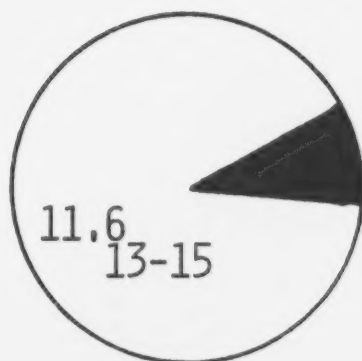
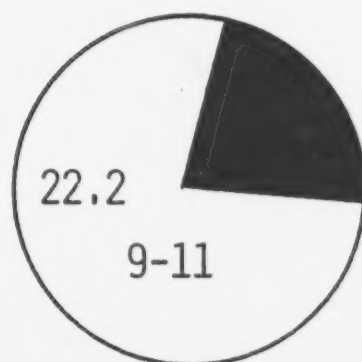
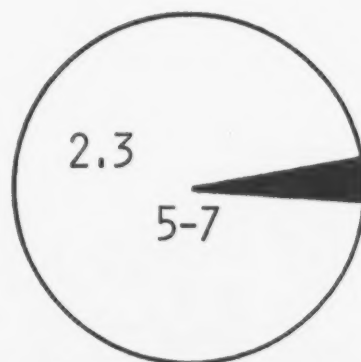
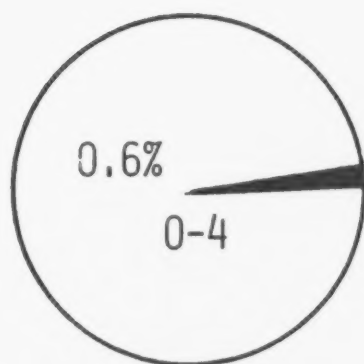
WOMEN EMPLOYED AS OPERATIVES AND KINDRED
WORKERS, BY YEARS OF SCHOOL COMPLETED.
MARCH 1968

YEARS OF
SCHOOL



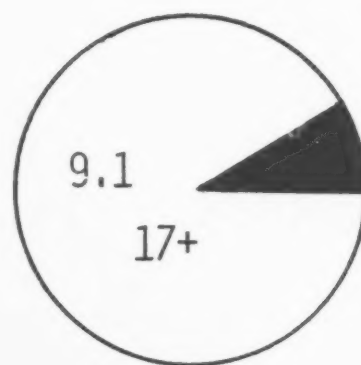
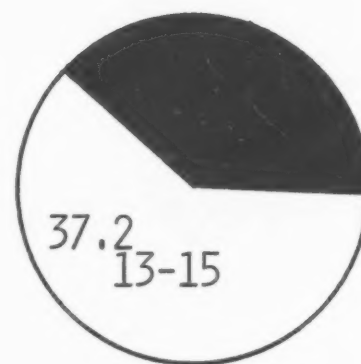
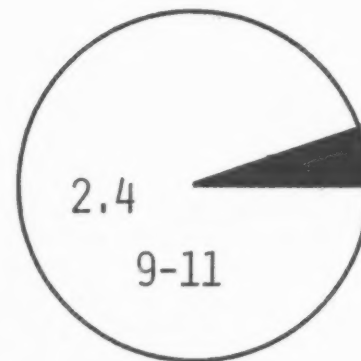
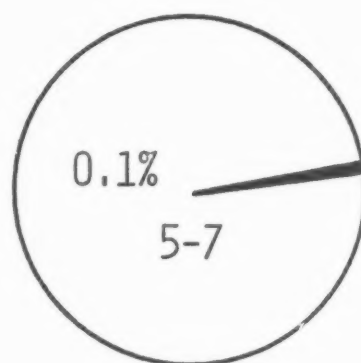
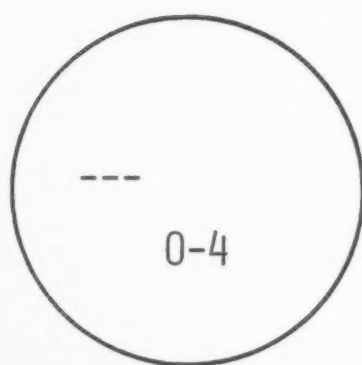
WOMEN EMPLOYED AS SALES WORKERS
BY YEARS OF SCHOOL COMPLETED
MARCH 1968

YEARS OF
SCHOOL

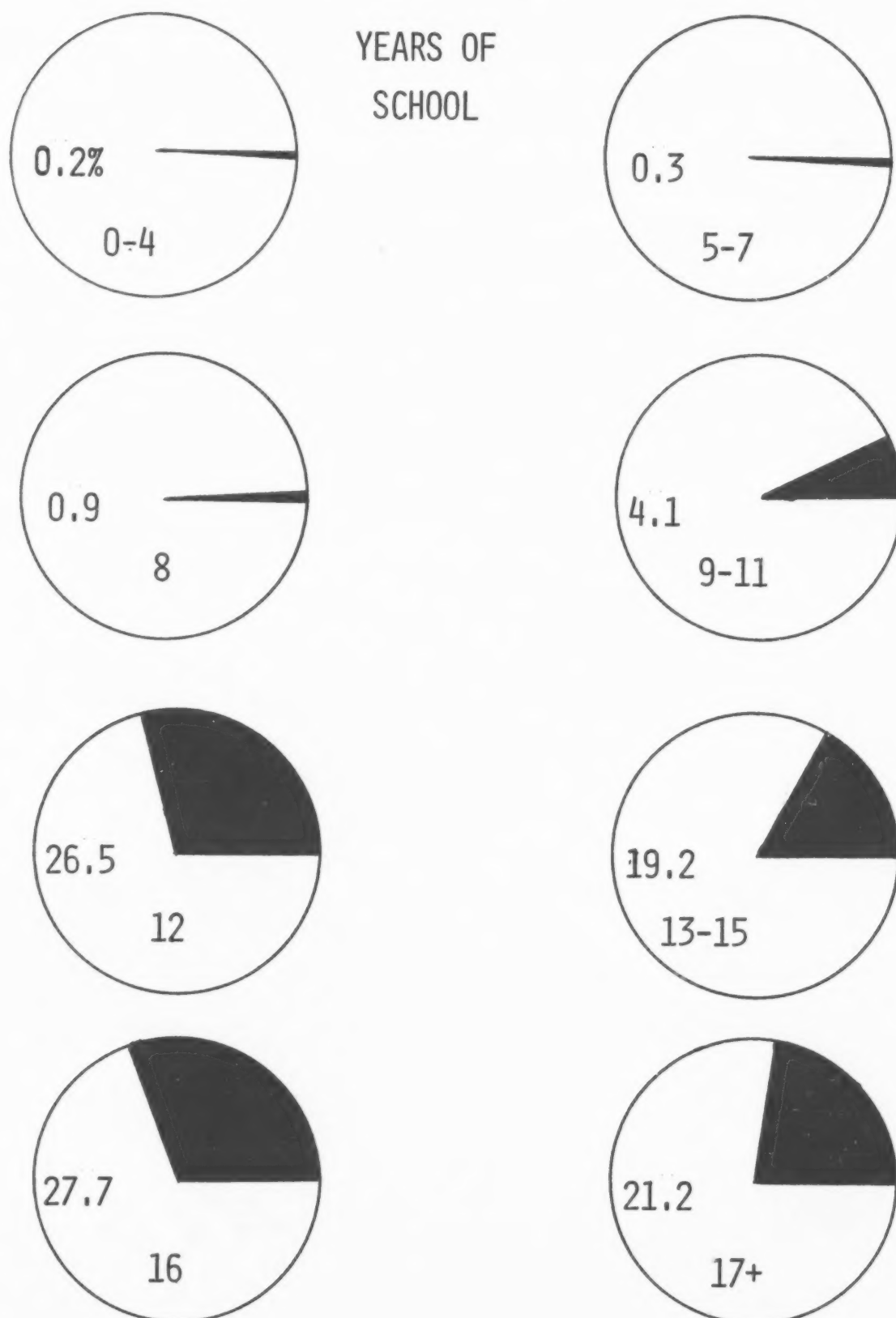


WOMEN EMPLOYED AS MEDICAL AND
OTHER HEALTH WORKERS
BY YEARS OF SCHOOL COMPLETED, MARCH 1968

YEARS OF
SCHOOL

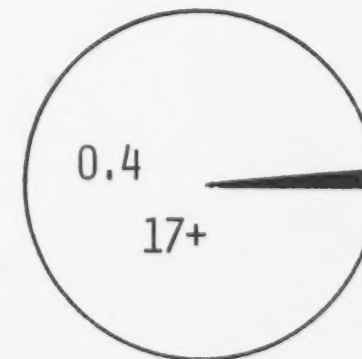
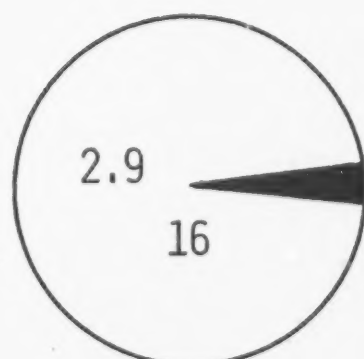
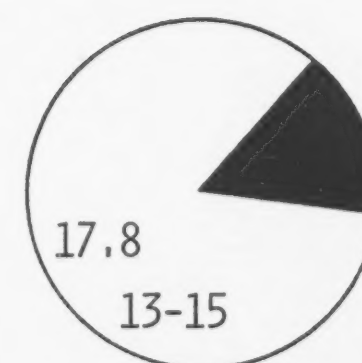
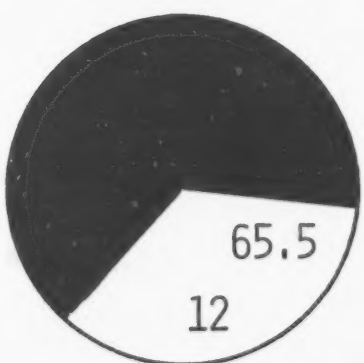
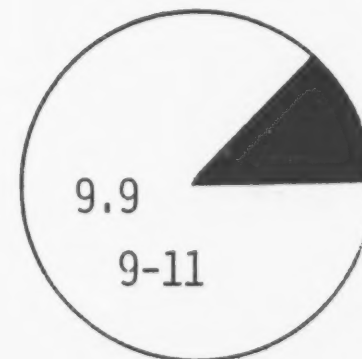
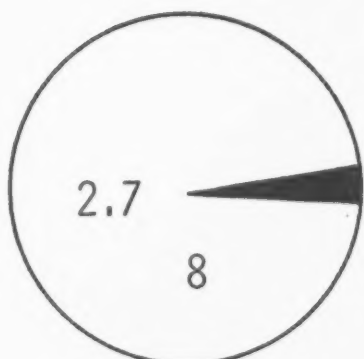
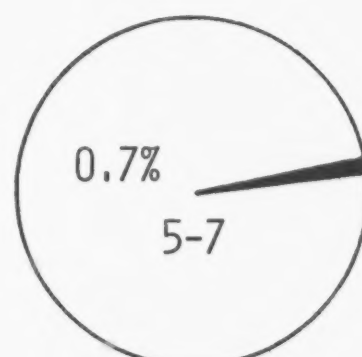
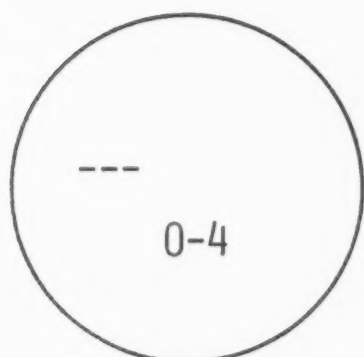


WOMEN EMPLOYED AS PROFESSIONAL,
TECHNICAL, AND KINDRED WORKERS OTHER
THAN MEDICAL AND NON-COLLEGE TEACHERS,
BY YEARS OF SCHOOL COMPLETED, MARCH 1968



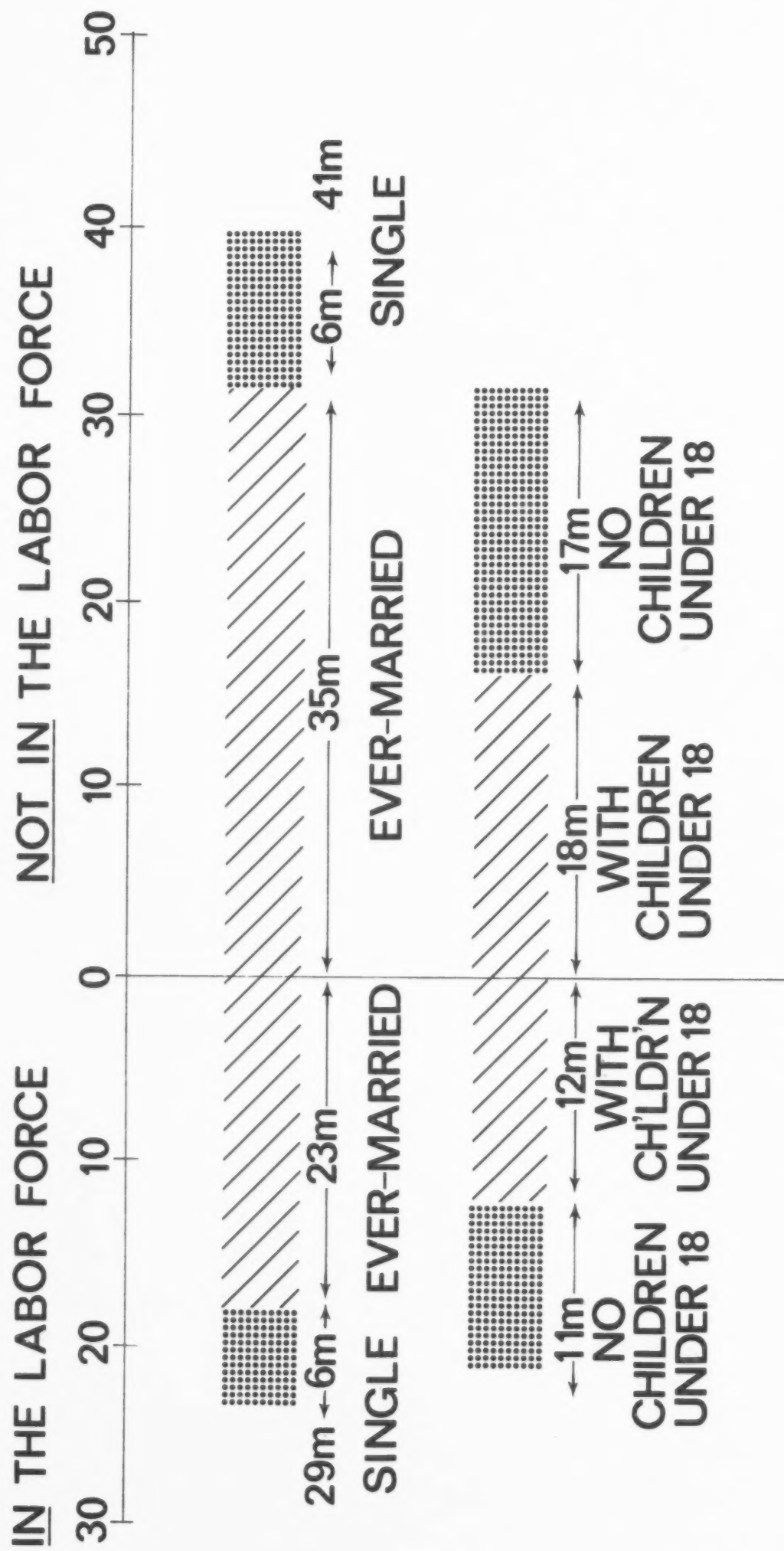
WOMEN EMPLOYED AS CLERICAL AND KINDRED
WORKERS, BY YEARS OF SCHOOL COMPLETED,
MARCH 1968

YEARS OF
SCHOOL



LABOR FORCE PARTICIPATION OF WOMEN BY MARITAL STATUS AND NUMBER OF CHILDREN

In millions of women 16 and over March 1968

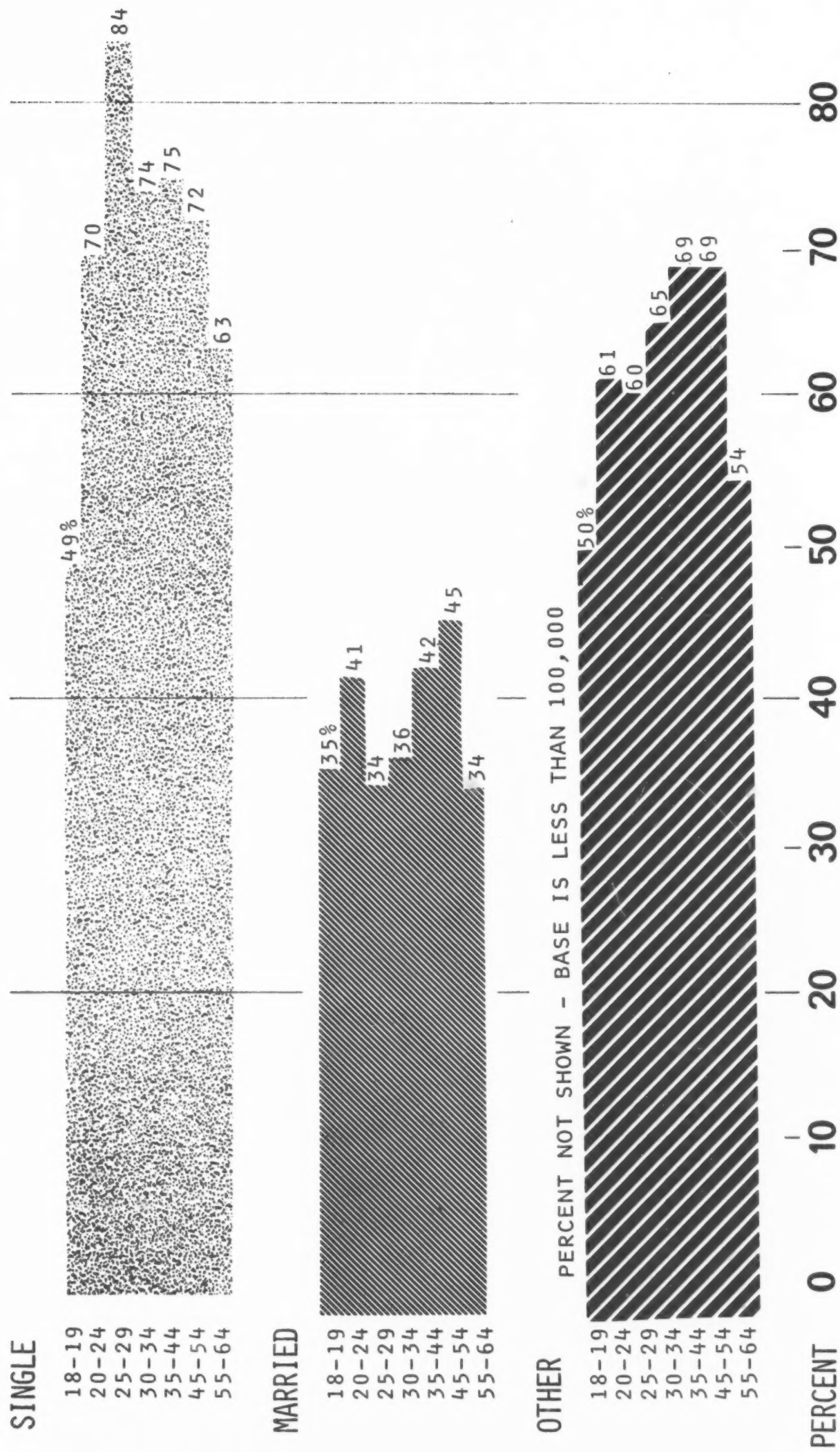


EMPLOYMENT STATUS OF THE POPULATION BY SEX, 1965

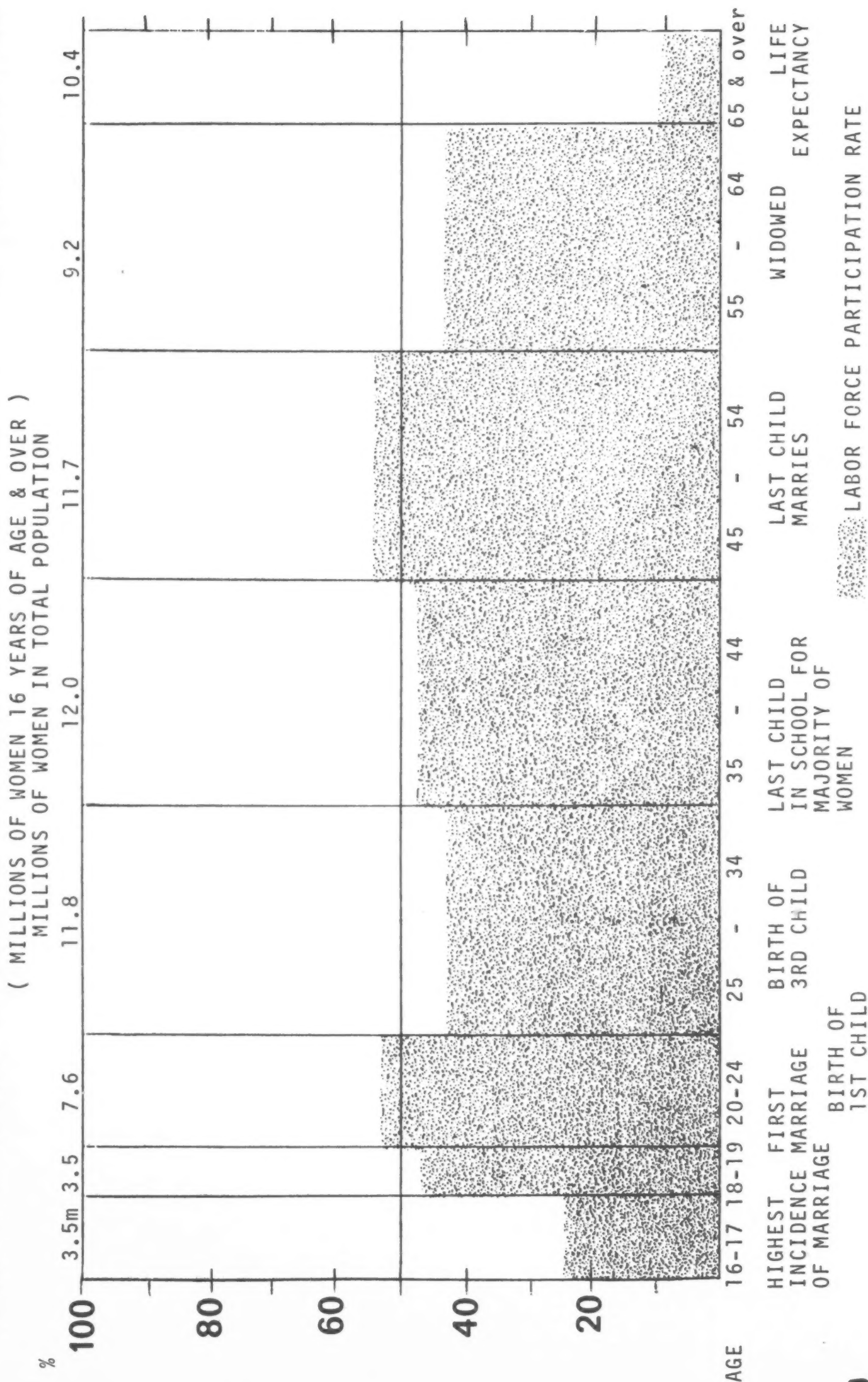
(MILLIONS) OF PERSONS 16 YEARS OF AGE & OVER

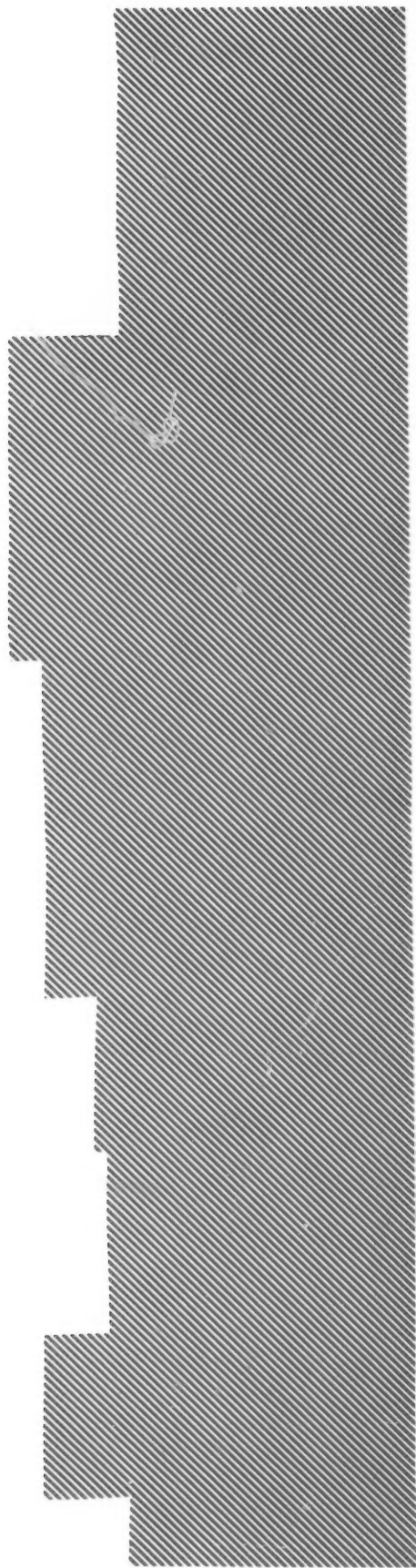


LABOR FORCE PARTICIPATION RATES OF WOMEN BY AGE AND MARITAL STATUS, MARCH 1967

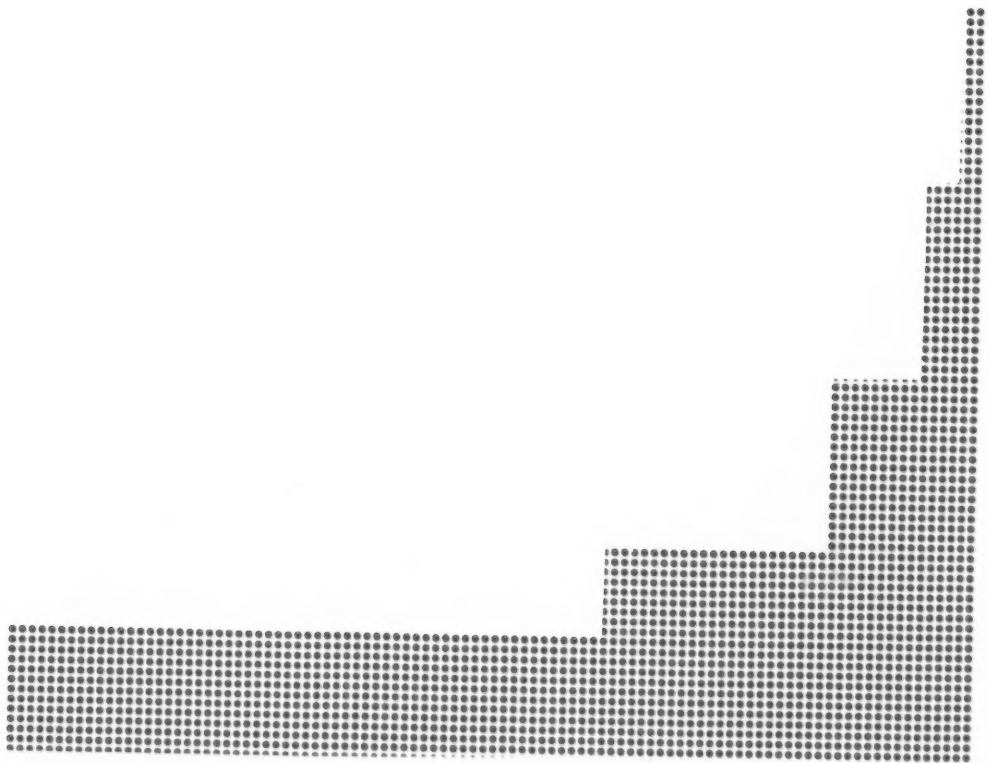


RATES OF LABOR FORCE PARTICIPATION, SCHOOL ENROLLMENT AND MARRIAGE: CYCLICAL CHANGES DURING LIFE SPAN OF WOMEN 1968



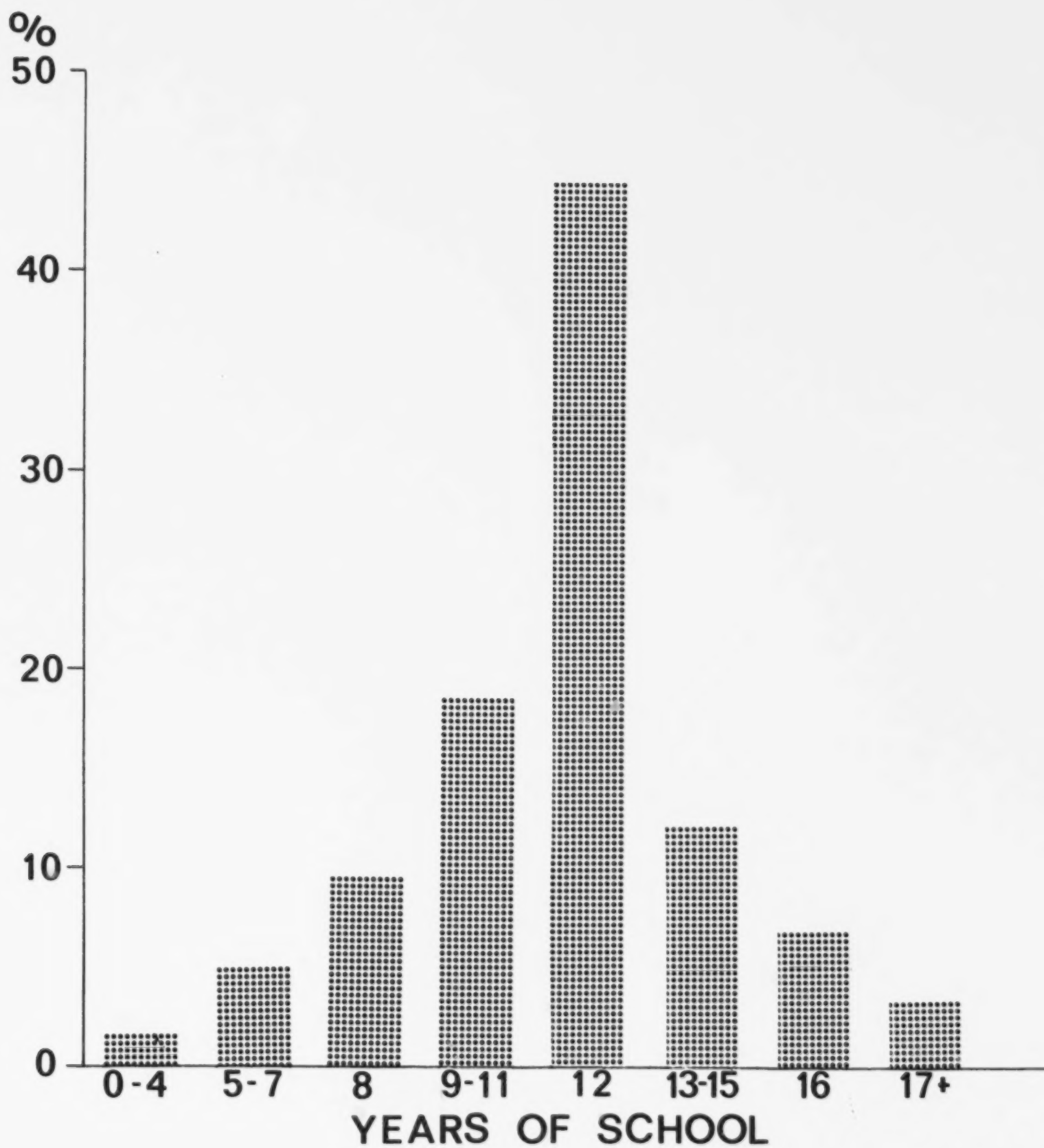


MARRIED (HUSBAND PRESENT)

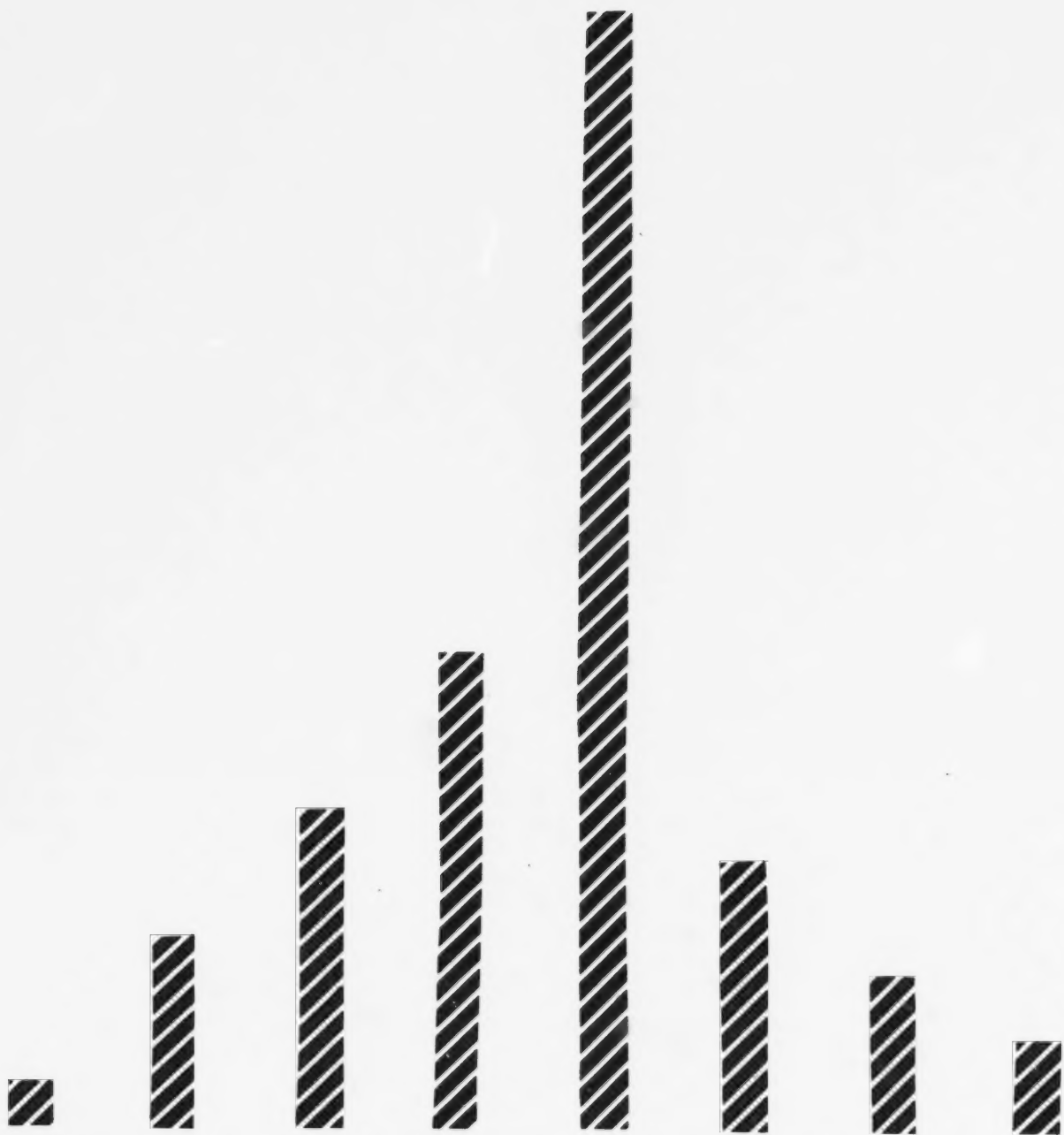


EDUCATIONAL STATUS OF WOMEN IN THE LABOR FORCE, MARCH 1968

■ TOTAL - 18 YEARS AND OVER



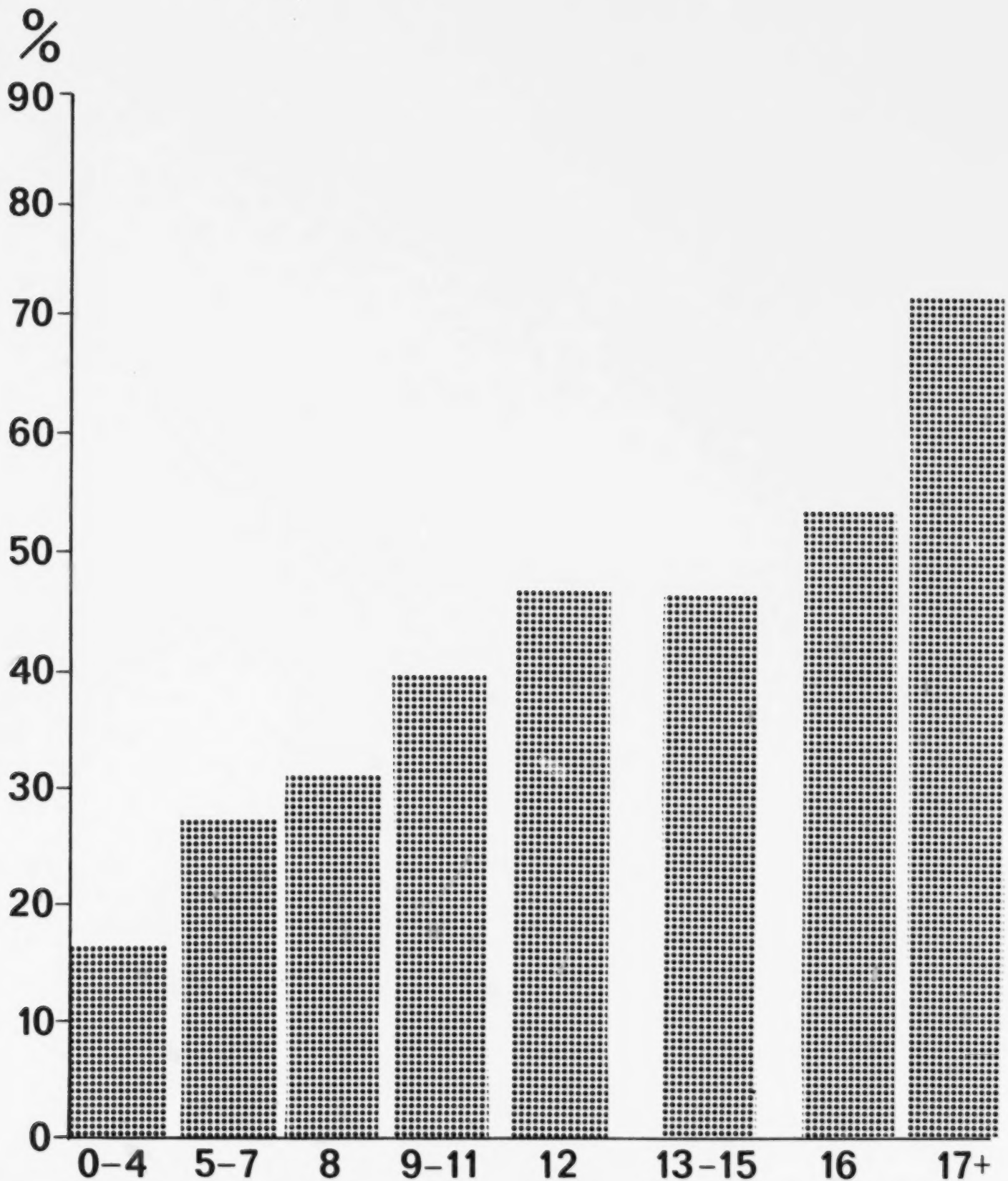
▨ AGE 45 TO 54 YEARS



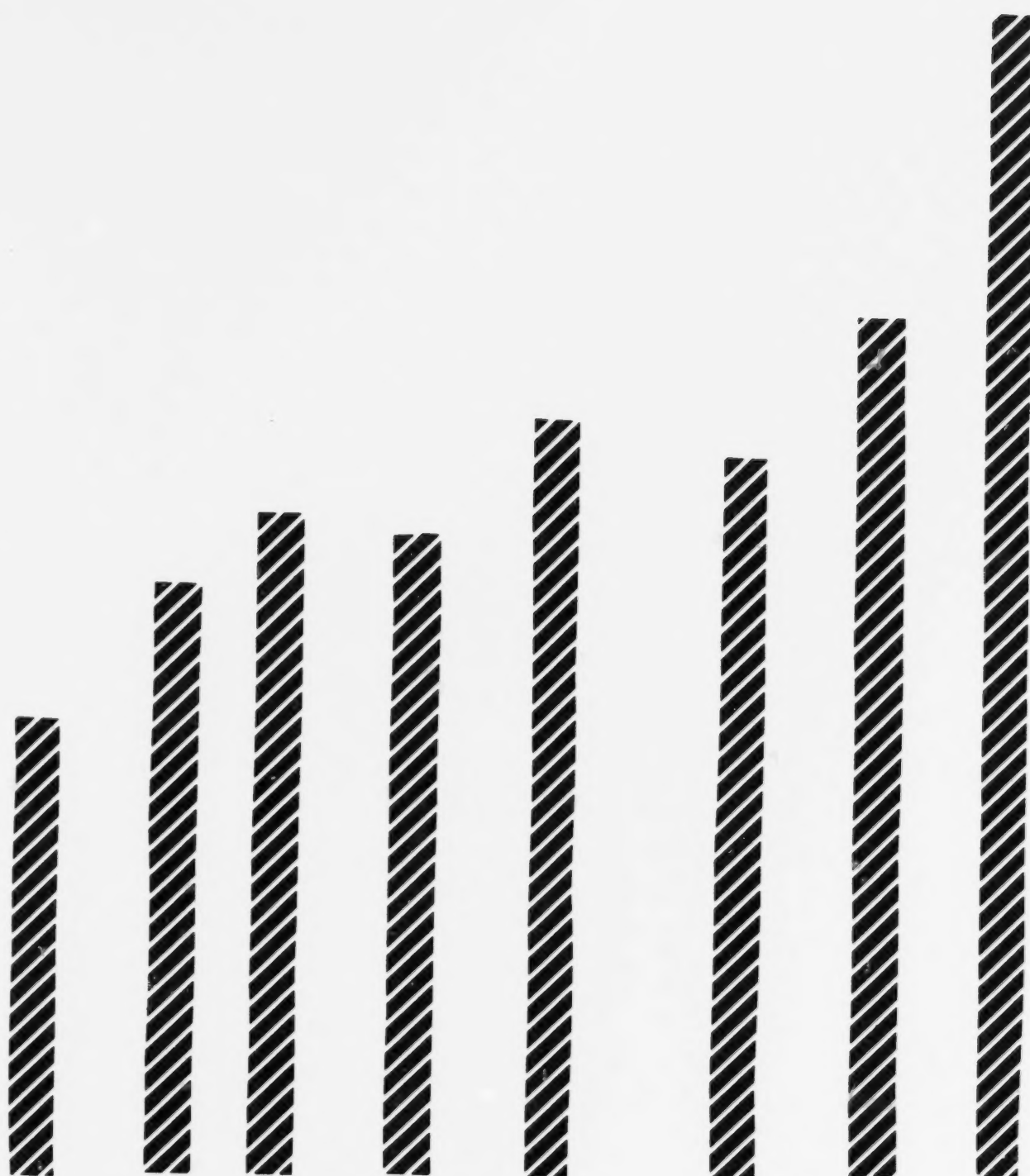
// AGE 25 TO 34 YEARS



LABOR FORCE PARTICIPATION OF WOMEN BY YEARS OF SCHOOL COMPLETED, MARCH 1968 ■ TOTAL-18 YEARS AND OVER



 AGE 45 TO 54 YEARS



\\\\ AGE 25 TO 34 YEARS



PLANNING AHEAD FOR THE WORLD OF WORK

Teacher Manual



THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY, 1900 Kenny Rd., Columbus, Ohio 43210

TEACHER MANUAL

These materials were developed in conjunction with work conducted in the study cited below. The user should refer to findings of the study as reported in the Abstract or Final Report.

Vetter, Louise, and Sethney, Barbara J. *Planning ahead for the world of work: Development and field testing of curriculum materials for secondary school girls.* Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, January 1971. (Research and Development Series No. 46).

TABLE OF CONTENTS

	<u>Page</u>
To The Teacher	1
Specific Suggestions for Topics	2
The Women's Movement	7
Transparencies	8
Possible Additional Activities	9
Background Information Resources	12
Objective Items	14

TO THE TEACHER

The general objectives of this unit are listed below in terms of behaviors which it is hoped that students will exhibit following the unit.

After participating in this unit, students:

1. Will show more acceptance of the working role in their lives.
2. Will have more knowledge about women in the work force.
3. Will be able to list alternative choices for occupations and indicate why these choices were made.
4. Will indicate plans for the future which show work force participation at some time in their lives.
5. Will indicate that they have considered work-life expectancy projections for the total life span.

Specific suggestions for each section, including answers to objective questions and suggested answers for discussion questions are included. Following the specific information is a listing of additional possible activities. A list of resources for background information is also included. A section on the "Women's Movement" has been added. Although this was not included in the field testing of the materials, it is felt to be important enough to be included at this point.

You may wish to use the objective items as a pretest to begin the unit. However, you should not feel limited to using only these items for evaluation.

SPECIFIC SUGGESTIONS FOR TOPICS

LOOKING AHEAD TO YOUR OCCUPATION (pp. 1-14)

The purpose of this material is to help the student think about some of her concerns in planning a career. It is exploratory and is not intended to provide the student with an actual career choice. (Junior and senior high school students should think in terms of a range of career opportunities rather than specific occupations or jobs.)

The terms occupation, career, and vocation are used interchangeably for variety in word usage and because many people do use them as synonyms. You may want to point out to your students, however, that these three terms are not perfectly synonymous. A career represents a pattern of jobs held during a working lifetime. It may involve several different jobs and more than one occupation. Many workers do not have a career because there is no sense of purpose in the work they are doing. A particular job or occupation may or may not represent a vocation.

The Self-Inventory (pp. 4-6) should be filled out by each student to the best of her ability. You may wish to give examples of possible answers to the items, such as mentioning that abilities and talents include such things as dramatics, writing, sewing, working well with groups of people, etc. Under health, you could mention that some occupations require good eyesight, etc. The reason for asking the student to think about some of her limitations when listing her choices of occupations is that there are limitations in choosing an occupation. Often people cannot be employed in every occupation they might think desirable for one reason or another. Occupational planning and decision-making involves knowing your limitations as well as your assets. The overweight girl who wants to be a stewardess must realize that in order to be eligible for such a job she will have to lose weight and keep it off.

Under "What Kinds of Work are Women Doing?" it should be pointed out that the working role of a woman in our society is changing and this development will affect our personal, social and economic lives.

Answers to Discussion Questions: (p. 8)

1. Clerical workers, private-household workers, and service workers (except private-household).
2. True
3. True
4. Suggested answer: Shows that relative to men, the number of women employed in professional and technical jobs declined between 1950 and 1968. Indicates that this situation may be a wastage of human resources, for if 42% of the professional and technical jobs could be filled by women in 1950, there would appear to be no reason for assuming that women could not fill at least an equal proportion of these types of jobs today. (You may want to ask your students to speculate on the reasons for this decline in the percentage of the total number of professional jobs held by women.)
5. Suggested answer: All types. They are predominantly white-collar, unskilled or semiskilled, and service workers.
6. Clerical
7. Professional and technical, clerical, operatives, and service workers.
8. Worse; this topic is taken up on p. 23 of the student materials.

Discussion Questions, pp. 10-11

Answers will vary, but should suggest the prudence of preparing for a job and seeing themselves as more than just a worker or housewife--most likely they will be both, even at the same time.

Extra Discussion Questions

You might want to ask your students to respond (true or false) to the following statements about occupations:

There is only one best occupation for any one individual.
Highly intelligent students do not need any help or guidance in choosing or preparing for a job career.

The choice facing girls today is that of a marriage versus a career.

Once you make a choice of a job you should stick with it for the rest of your life.

In America, you can have any job you want.

Suggested answer: False for each of the statements.

After School--What? (pp. 16-18)

The purpose of the sociodrama is to present a thought provoking situation by means of role playing. The measure of its effectiveness within the classroom will be the number and kinds of questions raised and the quality of discussion that follows. Some sample questions are included that you may wish to use as discussion leads.

You may wish to assign parts the day before you plan to use the sociodrama in class. If the girls want to make additions or even write a totally different script, please encourage this.

In the class presentation, if each student will wear a name card around her neck, it will help the rest of the class keep the characters straight.

Discussion questions:

1. Answers will vary.
2. Margie - seems to be considering a variety of futures - indicates that while she is still changing her mind quite often, she is aware of decisions she will need to make.
Janet - fairly adequate preparation, depending on how she defines a top-notch position.
Elaine - rather unaware of the realities she will be facing if she drops out of school.
Sara - seems to be positive about her program of preparation for distributive occupations.
Diana - seems to be "at sea" in terms of having any plans for what to do.
3. Possible jobs for the high school dropout include such positions as waitress, factory work, dry-cleaning presser - entry level positions with little or no chance for advancement.
4. It matters, because for one reason or another, a few months may extend into a few years.
5. Margie, Janet, and Sara seem to have done the most planning of the group.
6. Working with groups of people, English skills, communication skills, basic arithmetic skills, etc.
7. Many possible answers.

Working Women - Who Are They? (pp. 19-25)

Why Do Women Work? (p. 21)

Research evidence (Walker, 1969, Hall and Schroeder, 1970) indicates that women are not spending less time on housework than they did 30 or 40 years ago. However, the amount of time spent on household tasks is greatly affected by the number and ages of children in the home. Also, the employed homemaker (on the average) spends two and a half to three hours fewer per day on household tasks than the full-time homemaker. It might be pertinent to point out that usually it takes all the time you have to do what it is you have to do.

Answers for Discussion Questions (p.25)

1. Suggested answer: A great deal more freedom than she had in the past, though perhaps still not quite as much as young men have. Answers will vary on how much freedom one should have. You may want to see if your class has a "double standard"--favoring more freedom for men than for women.
2. Suggested answer: Because of the rapid change in the demand for specific job skills, a girl with broader training in basic skills is likely to find it easier to reenter the job market.
3. Suggested answer: Because these are the types of jobs where opportunities for employment will be greatest in the future.
4. Suggested answer: Men will have to learn to live with women whose lives will be very different from past generations. They will have to be aware that the way their father organized the family's life and the role their mother had may be inappropriate and inadequate for their "modern" wives. Men will get some help in "bringing home the bacon" and this extra income will probably involve personal, social, and economic costs.
5. Suggested answer: Personal: The husband plays a different role. He may not be the "lord and master" of the house. The wife may think because she brings home part of the income, she should have a larger voice in family financial decisions. The husband may have to perform certain tasks around the house traditionally defined as "woman's work." Social roles may become confused as the wife does more "masculine" things and the husband finds himself doing "woman's work." Our society is suspicious of working mothers, often suggesting that they should be at home caring for their children. This creates guilt feelings in many working mothers. A working woman, single or married, in general has more freedom than her counterpart. Economic: A higher standard of living is possible because

there are two incomes instead of one. There is more buying of "services" because the woman is not around the house to perform them.

Answers to Discussion Questions over Case Studies (pp. 26-27)

1. Suggested answer: Decisions take place at each selection of a school, college or other educational program; at each entry or departure from the labor market, whether by preference or because of lay off, unemployment, or forced retirement; at marriage, and subsequent changes in marital status; and at motherhood and at each major change in responsibilities as a mother.
2. Suggested answer: The need for more income (Ann in Case #1 and Mary in Case #2). To keep the skills they have learned (Mary and Ruth in Case #3). To find a productive outlet for their time and energy (Mary).
3. Suggested answer: The emotional stresses occasioned by the limits which wage earning imposes upon women by affecting their day-to-day behavior and traditional roles. The special hazards which paid jobs impose upon women. (Hazards from night work and long hours. The dual or triple strains caused by having women hold jobs while also being mothers and homemakers.) The temporary or interim aspects of many women's employment which affect both their working skills and their employability. The lower bargaining power of women, which definitely affects their economic status. Wage discrimination against women. Discrimination which women face by reason of male attitudes in the labor force and in professional groups. There are also certain problems which relate specifically to the care of the home, the husband and children.

MODERN WOMEN: THE UNEASY LIFE (pp. 29-30)

All the discussion questions are derived directly from the film and for the majority of them, several points of view are presented in the film. Try to make sure that all sides are pointed out in the discussion.

THE WOMEN'S MOVEMENT

The women's liberation movement has increasingly become a news topic and conversation focal point. Members and advocates of the women's lib movement are as diverse and varied as are their causes. A common concern, however, seems to be the desire to attain social custom and attitudinal changes that will allow every female to function as a free and equal individual in society. It is charged that discrimination is widespread - educational, occupational and social - and that change in the system is long overdue.

The feminist wave is building around a variety of organizations and has resulted in a proliferation of periodical literature and books dealing with the new feminist philosophy. Concepts espoused by the organizations and in the literature range from advocacy of complete separation of the sexes to gradual and planned infiltration of women into the traditional male realms.

Depending on your community, this topic could be introduced into discussion in your classes, although the depth and breadth of coverage would depend on the level of awareness of the movement already shown by your students and their parents.

Possible sources of information:

"Women in Revolt." Newsweek, March 23, 1970, pages 71-78.

"The Men of Women's Liberation have Learned Not to Laugh."
New York, May 18, 1970, pp. 28-35.

Ladies Home Journal, August, 1970 issue.

Millett, Kate, Sexual Politics.

TRANSPARENCIES

A number of transparency masters for use with the overhead projector have been prepared and are included in the materials package. A listing of appropriate spots for using them follows. If you feel that there are other places where they could be used or if you would like to use some of the transparencies more than once for emphasizing certain points, please feel free to do so.

<u>Title of Transparency</u>	<u>Where it could be Effectively Used</u>
1. Women employed as professional and technical workers, except medical, by years of school completed	page 3, group A
2. Women employed as medical workers, by years of school completed	page 3, groups A and G
3. Women employed as clerical and kindred workers, by years of school completed	page 3 group B
4. Women employed as sales workers by years of school completed	page 3 group C
5. Women employed as operatives and kindred workers, by years of school completed	page 3 group E
6. Women employed as service workers except private household, by years of school completed	page 3 group G
7. Labor force participation of women by marital status and number of children	page 8 - what kinds of work are women doing?
8. The earnings gap between men and women is widening	page 8 question 8
9. Rates of labor force participation, school enrollment and marriage cyclical changes during the life span of women	page 10 - "What's my future work life expectancy?"
10. Labor force participation rates of women by age and marital status	page 10

11. Employment status of the population by sex	page 19
12. The earnings gap between men and women is widening	page 23
13. Median wage or salary income of year round, full-time workers	page 23 - chart
14. Labor force participation of women by years of school completed	page 24
15. Educational status of women in the labor force	page 24

POSSIBLE ADDITIONAL ACTIVITIES

1. Make bulletin board on roles of women at turn of century, present time and in future.
2. Interview several working wives and mothers. Find out why they work and how they feel about working.
3. Interview several husbands of working wives and mothers. Find out their attitudes about their wives working.
4. Symposium
Group of working women tell how they manage to make their dual roles successful.
5. Survey
Trade and co-op programs in community and other means of getting technical or vocational training.

Cost	Placement
Time	Prerequisites
6. Have each student research three jobs in one "job family"
What are the duties
Characteristics of job
Qualifications
Employment prospects
Advancement opportunities
Where job is found

7. Survey adults as to their career selection
 - When they decided upon careers
 - What influenced their choices of careers
 - Whether they changed decisions and, if so, why
 - What they find most satisfying about careers, why
8. Write a page or more about people in public life whom you consider successful and why.
9. Examine advertising section of Sunday newspaper and circle jobs of possible interest
 - What skills and aptitudes would be necessary and/or helpful?
 - Educational requirements?
10. Listen to and question a woman from the business world who understands standards an employer expects in regard to health, personal appearance, integrity and work habits.
11. Conduct a survey of jobs available in the community
 - a. State Employment Office
 - b. Contact Chamber of Commerce to know local industries
12. Provide books, bulletins, leaflets, magazines and newspaper ads to find new kinds of job opportunities for high school graduates, such as:
 - with high school education
 - with on-the-job training
 - with two-year technical training
 - with four-year college education
13. Have each student write a short paper describing:
 - job or career she hopes to secure
 - reasons for choice due to values, goals, interests, aptitudes
 - available and potential resources
 - ways she will strive to seek promotion and advancement in job or career
 - satisfactions she hopes to secure
14. Draw papers from a hat revealing statistics in regard to women in the labor force. Discuss each fact.
15. Contrast problems of married and single workers. Discuss possible ways of solving these problems.

16. Write two lists on chalkboard - "then" - "now." List characteristics of woman's role. Discuss major changes and ask students to write five reasons for the changes. Read aloud, combine.
17. Discuss: "How old will you be in 10 years? What will you be doing? Do you believe that a woman's place is in the home? How many of your mothers work?"

BACKGROUND INFORMATION RESOURCES

- Bird, Caroline. Born Female; the High Cost of Keeping Women Down. New York: McKay, 1968.
- Ginzberg, E. Life Styles of Educated Women. New York: Columbia University Press, 1966.
- Glenn, H. M., and Walters, J. Feminine stress in the twentieth century. Journal of Home Economics, 1966, 58, 703-707.
- Hall, F. T., and Schroeder, M. P. Time spent on household tasks. Journal of Home Economics, 1970, 62, 23-29.
- Hedges, J. N. Counseling of girls and mature women. Employment Service Review, 1964, 1, 23-24.
- Lee, S. L., et al. Implications of Women's Work Patterns for Vocational and Technical Education. Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1968. (Research Series No. 19)
- Lifton, R. J. (ed.) The Woman in America. Boston: Houghton Mifflin Company, 1965.
- Mead, M., and Kaplan, F. B. (eds.) American Women: The Report of the President's Commission on the Status of Women. New York: Scribners, 1965.
- Millett, K. Sexual Politics. New York: Doubleday, 1970.
- The new feminism. Ladies Home Journal, August, 1970, 64-71.
- Nye, F. I., and Hoffman, L. W. The Employed Mother in America. Chicago: Rand McNally, 1963.
- Siegel, A. E., and Haas, M. B. The working mother: A review of research. Child Development, 1963, 34, 513-542.
- U.S. Department of Labor, Manpower Administration. Counseling Girls and Women: Awareness, Analysis, Action. Washington, D.C.: Government Printing Office, 1967.
- U.S. Department of Labor, Women's Bureau. 1969 Handbook on Women Workers. Washington, D.C.: Government Printing Office, 1969. (Bulletin 294)

U.S. Department of Labor, Women's Bureau and U.S. Department of Health, Education, and Welfare, Office of Education.
Counseling Girls Toward New Perspectives. Washington, D.C.:
Government Printing Office, 1966.

U.S. Department of Labor, Women's Bureau and U.S. Department of Health, Education, and Welfare, Office of Education.
New Approaches to Counseling Girls in the 1960's. Washington, D.C.: Government Printing Office, 1966.

Walker, K. E. Homemaking still takes time. Journal of Home Economics, 1969, 61, 621-624.

OBJECTIVE ITEMS

When one is thinking about the occupation she might enter as an adult, if her interests, abilities and preferences did not limit her, approximately how many different jobs could she choose among?

- A. 300
- B. 3,000
- X* C. 30,000
- D. 300,000

The median salary income (half earned more, half earned less) of full-time male workers was \$6,848 in 1966. What would you expect was the median income for female workers in that same year?

- X A. \$3,973
- B. \$4,285
- C. \$6,497
- D. \$7,138

Approximately what percentage of all women are employed full-time in the United States?

- A. 20%
- X B. 40%
- C. 60%
- D. 80%

About how many women would you estimate are in the labor force?

- A. 290,000
- B. 2,900,000
- X C. 29,000,000
- D. 290,000,000

Of the four groups below, indicate which educational group has the largest percentage of the women in that group employed full-time.

- A. less than high school education
- B. high school graduate
- C. college graduate
- X D. education beyond college

*X=correct answer

Look at the four age groups below and indicate which group has the largest percentage of women employed full-time both now and in projections for the 1970's.

- A. 25-34 years old
- B. 35-44 years old
- C. 45-54 years old
- X D. 55-64 years old

What is the average number of years that a woman can expect to spend in the labor market?

- A. 4-6 years
- B. 8-10 years
- C. 14-17 years
- X D. 20-25 years

Considering all the women who are working which of the following categories of educational achievement would account for over 40% of the total?

- A. 8 years of school completed
- B. 9-11 years of school completed
- X C. 12 years of school completed
- D. 16 years of school completed

Among married women in the labor force, the age group represented in greatest number is:

- A. 18-19
- B. 20-24
- X C. 45-54
- D. 55-64

Over 65% of the women employed in clerical positions have completed how many years of school?

- A. 9-11 years of school
- X B. 12 years of school
- C. 13-15 years of school
- D. 16 years of school

Which of the following occupational areas has the greatest employment growth projection for the 1970's.

- A. Farm workers
- B. Sales workers
- C. Non-farm laborers
- X D. Clerical workers

How many girls of today will be gainfully employed (work for money) at some time during their lives?

- A. about 1 of 3
- B. about half
- C. about 3 of 4
- X D. about 9 of 10

In 1966, the median yearly income of girls who dropped out of high school was \$1,404. What would you expect to be the median yearly income for high school graduates?

- A. \$2,060
- X B. \$2,700
- C. \$3,050
- D. \$4,500

In 1966, the median yearly income of girls who graduated from high school was \$2,700. What would you expect to be the median yearly income for college graduates?

- A. \$3,000
- B. \$3,900
- X C. \$4,200
- D. \$5,500

The average woman worker today is

- A. single and 28 years old
- B. single and 41 years old
- C. married and 28 years old
- X D. married and 41 years old

More women are working today than ever before. Which of the following is (are) the reason (s)?

- A. it is possible to use less time for housekeeping
- B. higher family costs for education, health, etc.
- C. women are seeking the right to choose what they will do
- X D. all of the above

When do women make occupational decisions?

- A. only in high school or college
- B. when they take a job
- C. when they have children
- X D. all of the above

Projected employment growth is more than average for which occupational groups?

- X A. professional and technical workers, service workers, and clerical workers
- B. professional and technical workers, managers, and operatives
- C. service workers, sales workers, skilled workers
- D. clerical workers, sales workers, farm workers

In which three occupational groups did women represent over 50% of total employment in 1965?

- A. professional and technical, clerical, sales
- X B. clerical, private-household workers, service workers
- C. managers, operatives, and service workers
- D. sales, services, craftsmen

How many different types of jobs are you likely to have during your years of employment?

- A. only one
- X B. three or four
- C. eight or ten
- D. dozens

When will your occupational education be finished?

- A. when you graduate from high school
- B. when you finish a vocational program
- C. once you begin your first full-time employment
- X D. continuing education will be required to meet the challenge of change in the world of work

Worthwhile sources of occupational information include

- A. school counselor
- B. school and public libraries
- C. friends and relatives
- X D. all of the above

In the following pairs, which occupation has the largest total number of people employed?

- X A. telephone operator
- B. airline hostess
- A. physical therapist
- X B. nurse
- X A. saleswoman
- B. fashion co-ordinator

In the following pairs of occupations, which requires the most education?

- A. librarian
- X B. surgeon

- A. airline hostess
- X B. dietitian

- A. typist
- X B. registered nurse

- A. sales clerk
- X B. laboratory technician

- A. beauty operator
- X B. high school counselor

True or False items

- False The majority of women employed as professional workers have completed less than 12 years of school.

- True The majority of women employed as medical and other health workers have completed at least or above 12 years of school.

- True Summer or part-time job experience is helpful in finding work later.

- True An individual needs to make an alternative vocational plan.

- True It is possible for a woman to successfully combine roles of wife, mother, and worker.

- True There are employment opportunities for women in jobs that are often considered men's work.

- True A study of occupational employment projections is a good way to get some idea of which occupations will offer the best job opportunities in the 1970's.